



## International Journal of Social Research (ISSN:2576-5531)



# A BROWN PAPER SOLUTION TO THE CORONAVIRUS REVELATIONS OF MANY DEAD BLACKS, LATINXS, AND FEW SAID DOCTORS

Rupert Green, EdD, Robert Gordon, PhD, Nikita Matsunaga, PhD (Long Island University, NY)

Institute for Hands-on Science Engineering and Technology, Queens, New York

### ABSTRACT

This paper takes the form of a Brown Paper on the Coronavirus epidemic regarding the observed absence of Black and Latinx Doctors as media commentators, the disproportionately high death rates among members of these groups, and societal calls to address the cause of these enduring problems. This work attempts to explain the discrepancy involved through a hyper-quizzical and culturally sensitive exploration of anthropological, cultural, historical, societal, and other factors by using a multipronged and nonconventional approach. By exploring the manner in which racism possibly informs the problem, various mechanisms that inform success or failure in different Black and Latinx sub-groups were explored. They include (e.g., acting White or Black, individuals' attitudes and perceptions, deficit thinking, child-rearing style, honorary Whites, immigration effect, model minority, parental involvement, racial grammar, and White privilege). The looming ascendancy of both groups to majority-minority population informs the urgency to confront the problem. Determination emerged that as the rising tides will lift all Americans' boats, raising Blacks and Latinxs' academic and technical competency will boost the nation's capacity to compete in an increasingly globalized and high-tech world. It challenges the paradox related to Blacks and Latinxs' boat of educational achievement remaining stationary, despite the many rising tides of educational reforms, laws, and massive expenditures. A "NEW NORMAL" fostering collaboration between Asians, Blacks from the diaspora, Latinxs, and progressive Whites is recommended to address the problem. Critically, the need to elevate medical professionals as STEM role models for Black and Latinx children, as opposed to current Black and Latino thespians (entertainment figures, sports stars, and rap artists) or gangsters, is also recommended.

### Keywords:

Coronavirus, Black doctors, Blacks disproportionate death, Andrew Cuomo, Specialized schools, White Privilege, Jamaican

### \*Correspondence to Author:

Dr. Rupert Green, IFHOSET, 205-26 113 Avenue, St. Albans, NY, 11412.

### How to cite this article:

Rupert Green, Robert Gordon, Nikita Matsunaga. A BROWN PAPER SOLUTION TO THE CORONAVIRUS REVELATIONS OF MANY DEAD BLACKS, LATINXS, AND FEW SAID DOCTORS. International Journal of Social Research, 2020; 4:48.



eSciPub LLC, Houston, TX USA.

Website: <https://escipub.com/>

## Introduction

### Overview

Black and Latinx children can succeed. Therefore, to counteract what Green (2018) termed the *ode to Black failure study*, he introduces Harper and Wood (2015). Their work presents a comprehensive portrait of Black male students at every stage in the U.S. educational system—from preschool to doctoral programs—outlining the students' travails and successes. Additionally, Carrillo's (2013) depiction of the *Ghetto Nerds* conveys the experiences of three gifted Mexicans. Their backgrounds could mirror that of many bright Latinx children whose giftedness goes unrecognized. Those groups are underrepresented in Science, Technology, Engineering, and Math (STEM) professions. Their looming ascendancy to U.S. majority-minority status informs the pressing national security need to prepare them for excellence in the STEM fields. However, "the majoritarian narrative [MN]" label those groups as STEM deficit in contrast to their White peers. White Privilege, Honorary White, and *Model Minority* cloaked in *Racial Grammar* actualize the MN. The narratives, like an advanced Klingon's starship (Star Trek science fiction), must uncloak to counter America's Democratic Ideals (DI) and equal opportunity tenets. Therefore, the uncloaking mostly leads to catching one set of Americans doing bad and not those doing good. The term *catch them doing good* has a pedagogical root, where teachers are taught not to always call parents to report children misbehavior, but catch their *nice children* doing good to call and report to "mon." Hence, this work will detail the factors that deny Blacks and Latinxs (B&L) the education needed to become physicians and surgeons as well as the collective efficacy of all groups, and the "*it takes a village*" approach required to address the problem of this paper.

By way of explanation, the sole focus on males is only found in this section. This work is inclusive. We expound on males because, in most schools, females outscore males, and males are more likely to drop out. Paradoxically, though

U.S. females acquire more STEM degrees than males; males receive more in the hard and higher-paying sciences. Therefore, more physicians and surgeons are White males; they earn \$81,310 more annually than said females. Paradoxically, again, males outnumber females in NYC STEM specialized high schools. This outcome could be similar in all the nation's gifted and talented STEM schools. Such results could inform the root of the discrepancies between male and female doctors and Black and Latinx absence from the physician profession. WHY?

### The Coronavirus Revealed Issue

The current Coronavirus pandemic is revealing glaring inequities in U.S. society, including the scarcity of Black and Latinx doctors (BLD) appearing in the media as well as the disproportionately high mortality rates of both groups among those who become infected. The scarcity of BLD, in general, maybe due in part to an entity called racism. The 1954 *Brown v. Board of Education* Supreme Court school integration decision, the Civil Rights Act of 1964, and President Obama's elections (in 2008 & 2013) supposedly vanquished it to the footnotes of American history. However, as an invisible black hole disrupts surrounding stellar bodies, the supposedly defunct racism precipitates the scarcity of Black and Latinx students (BLS) in the STEM fields—a foundation for a medical degree. Thus, "Many groups of Americans remain underrepresented among science and engineering (S&E) degree recipients. . . Blacks are underrepresented at all degree levels; Hispanics and American Indians and Alaska Natives are underrepresented at all but the associate's level" (National Science Board, 2019, p. 7). This educational disparity mirrors the inequality that has long characterized housing, employment, residency, and criminal justice in the United States (Williams, 2018). Williams documented the resulting bias in the medical profession as well as in health outcomes for various ethnic groups; tellingly, the researcher revealed that of the nation's 906,000 physicians and surgeons, approximately 6% were Black, and the proportion who were Latinx was even

smaller. Such disparities are of particular concern for a country in which Black and Latinx (B&L) citizens are projected to outnumber White ones by 2044 (Colby & Ortman, 2015).

The current pandemic has renewed discussion of these issues among U.S. leaders seeking to understand the disproportionate impact of the disease on various communities within the country. Herein is the conundrum of unreflectively blaming racism. As will be later revealed, some Whites participated in the 1963 March on Washington, some did at the Edmund Pettus Bridge in the 1965 Freedom March, some did at the aftermath of the 2005 Hurricane Katrina, and others did in the 2008 general election. Those events reveal some Whites doing bad and others, on seeing the bad White actors, countered with good. Thus, from those struggles, likened to the eternal and titanic struggle of fire and water, like a Zenith, rose the Civil Rights Act, the Voting Rights Act, the No Child Left Behind Act, and the Election of the first African American president—all, as will be revealed, facilitated by the actions or inactions of Republican Presidents.

New York Democratic Governor Andrew Cuomo vowed to initiate a study of the disproportionate impact of Coronavirus on B&L and has referenced an organization to undertake the study (Budryk, 2020). The Governor stated, “Well, let’s figure it out, let’s do the work, let’s do the research, let’s learn from this moment and let’s learn these lessons and let’s do it now” (Marsh, Hogan, Musumeci, & Golding, p. 1). However, despite the findings and recommendations from previously comprised and well intentioned groups with multimillion-dollar budgets, (e.g., MDRC), research (e.g., Borowczyk-Martins, Bradley, & Tarasonis, 2017; Evans, Garthwaite, & Moore, 2016) reported that B&L educational and wage attainment had not sufficiently improved to acceptable levels.

To be sure, the first order of business in addressing these disparities is to identify the problem or problems at hand. However, using research groups that will advance similar deficit thinking findings and recommendations that have

already proved ineffective is unlikely to yield a solution to the problems caused and revealed by the Coronavirus pandemic (CP). Deficit thinking attributes Black and Latinx Parents supposedly depraved indifference to education for their children's failure by the school. According to Smyth and McInerney (2013), this sort of victim-blaming rhetoric has meant that B&L students are,

[D]emonized within the media, the literature, and the wider public imagination, from a largely pathological positioning.” The result informs a “focus on a range of ‘deficit’ attributes – poverty, poor parenting, dysfunctional families, low familial achievement, aspiration and motivation, and other ‘at risk’ categories. (abstract)

The traditional framework and approach, then, appear destined to yield still more ineffective recommendations and to reinforce a damaging perspective on school performance.

### **Purpose**

This Brown Paper (BP) seeks to answer the question of the sparsity of doctors and the disproportionate deaths caused by the problem. A BP is a hybrid of a White Paper and a Systematic Review (SR). According to Pershing (2015),

A white paper is a form of an essay that uses facts and logic in a compelling way to recommend and promote a solution to a particular problem. The content provides useful ideas and information for readers to use in understanding issues, to solve a particular problem, or to do their jobs better. A well-written white paper uses established facts and a logical argument and often follows a problem and a solution format. (para.1)

“A systematic review searches for the answer to a particular question in the existing scientific literature on a topic” (What is, n.d., p. 1).

### **The Framework for a Solution**

In media reporting on the CP, the lead author made two observations. (1) A number of the doctors appearing in the media as expert commentators (e.g., Ashish JHA, Natalie Azar, Vin

Gupta; Khavita Patel) were of Asian or Middle Eastern extractions. (2) Practically all prisoners released from NYC penal facilities, to control the spread of the disease, were of B&L ethnicity. Understandably, disproportionally, and inexplicitly, the groups comprise the prison majority. Therefore, the framework for a solution to the disparities revealed by CP must also take into account individual factors related to education, imprisonment, and immigration, which are within the construct of ecological theory. Additionally, such a framework needs to be culturally sensitive and advocacy-oriented, unlike the earlier mentioned ineffective frameworks. The theoretical approach followed here was, consequently, informed by Bonfenbrenner's (2009) ecological theory, Creswell's (2012) discussion of advocacy, Bran-Barrett's (2009) discussion of the lived experiences of the participants in research studies, and Butler's (2005) examples of the use of fresh perspectives.

Bonfenbrenner's (2009) ecological theory established four elements (macrosystem, microsystem, mesosystem, and exosystem) that should be explored to address the problem. The macrosystem encompasses student broader culture, socioeconomic status, wealth, poverty, ethnicity, their school, their parents, and their parent's workplace. Interactions between preceding elements takes place in the microsystem, the outcomes from interactions (e.g., test scores) is revealed in the mesosystem. Significantly, ideologies, attitudes and perceptions, and behaviors toward students are enabled by the exosystem (i.e., collaboration with local universities, not-for-profit, or nearby schools to provide curriculum, and professional development in the area of STEM).

### **Brown Paper Analysis of Ecological Factors**

In this section, we will initiate and exemplify an approach that researchers can use to address the problem Governor Cuomo and others seek to answer. True to our novel approach, we deviate from a traditional sequential narration, allowing us to statically hyperlink as is dynamically permitted in Web 2.0 applications with

computing devices. That is, we will be jumping back and forth, seamlessly, to the extent a topic can be discussed in multiple sections.

### **Immigration Factor**

To expand on the earlier referenced need to explore immigration, the significance of immigration in this regard is accentuated, for example, in a suggested 10-year longitudinal early-education study of Black children and their parents. Black children constitute various racial subgroups (e.g., Jamaicans, Guyanese, Cubans, Barbadians, Trinidadians, Haitians, and Dominicans); therefore, the need to disaggregate their data accordingly. The determination of a significant difference in test scores between subgroups of said recent immigrant students should require mindful intervention. In particular, if one subgroup consistently obtains Level 4 (gifted) scores and the other Level 1 (failing) scores, then blaming American racism for the failure would be disingenuous and failing of the credibility test. Based on the data, we could group all the top children, group all the weak children with strong teachers, or we could mix both groups and continue with the current unacceptable outcome. We assume that when children initially enter the school system, they are tested. Noteworthy, American egalitarianism does not embrace the idea of some children being smarter than others (Ambrose, 2013; Sternberg, 1996). Consequently, with hurled descriptors such as brainiacs, geeks, freaks, or nerds, society's anti-intellectualism adversely impacts gifted youth. It is also shown on TV. It is particularly devastating to Blacks, dyslexics, gays, or the poor (Cecilia & Mantak, 2014; Deiisle, 1999; Stambaugh, Ford, 2015).

We digress to elaborate on TV. One has to consider the impact on Black and Brown children when smart Blacks were earlier depicted on TV as buffoons, as Steve Urkel was depicted in *Family Matter* (from 1989 to 1998). In contrast, the boost to Black moral was evident by Bill Cosby's highly successful and long-running 1980s TV show where, ironically, he played the role of a doctor. He is now imprisoned and is

another story. Presently, the Big Bang Theory with cast stars depicting brilliant physicists, engineers, or other scientist has no Blacks nor Latinxs. It has an Asian- Koothrappali (Kunal Nayyar) acting as a physicist. Real smart Blacks, astrophysicist Dr. Neil deGrasse Tyson, had a popular TV show. However, like Bill Cosby, he faced accusations of inappropriate behavior. Unlike Cosby, he was exonerated and will return to TV (Harris, 2019). A take away here is media have a tremendous influencing impact on children early learning and many Black and Latinx parents unwittingly participate in the miseducation and conditioning of their children. When their young children (from birth) are left unsupervised in the care of TVs, tablets, smart phones, iPods, and computing devices, some racial groups can be depicted as good, smart, or professionals, while other can be depicted as stupid, bad, dumb, or criminals.

To return, egalitarianism informs NYC's problem, where the Mayor threatened to terminate the gifted and talented (G&T) programs (Shapiro & May, 2019). The question arises as to why giftedness is such a problem now because Black and Latinx children are seeking access to those schools. Egalitarianism notwithstanding, because of the Soviets' "Space Race" victories, America, with President John F. Kennedy at the helm, resurrected its gifted program and rallied its G&T children to eventually avenge the defeat (Jolly, 2008).

This project posits an innovative approach grounded in America's tradition as a nation that "Rises to meet any challenge, oppose any foe [including miseducation], to assure the survival and the success of liberty [for which this nation stands]" (from President Kennedy's inaugural speech, as cited in Kang, 2018, p. 3). Therefore, the charge given to an earlier generation of majority White, gifted students must be issued to the current generation of students, without the fear of embracing multiculturalism and the diversity of the children comprising the schools' current majority-minority students. The current need is for medical professionals. However,

Ambrose (2013) revealed the "lack of multicultural awareness and cultural competence in gifted education suppresses the life chances of gifted Black children" (p. 81).

Immigration policies also determine the success or failure of the nation's multicultural children. Asian refugees [as well as Cuban] were welcomed to the United States with favorable immigration policies because of the fight against Communism (Portes & MacCloud, 1996). Such policies, with the welcome packages contained therein, were found to help the groups with their high educational achievement. Conversely, Blacks (e.g., the Haitians) were denied similar welcome, interdicted at sea, and turned back (Arnesen, 2018). The current immigration policy appears to be directed against Black and Brown people.

A key point is the revelation that Americans' change in attitudes towards Asians propelled them to be the nation's current highest performing students (Guo, 2016). Their high academics have been traditionally ascribed to their superior intellect. However, their strong family effect cannot be denied. Therefore, the mindset of the educational professionals responsible for policy implementation and the acculturation of the new generation of American children—the majority-minority—must likewise be changed.

Our earlier suggestion regarding ability grouping of recent immigrant children finds validation in the often touted, *it takes a village to raise a child* mantra. Therein, community-sponsored after-school programs, with brighter and duller students of different racial subgroups, can engaged participants in STEM activities, where each can act as a teacher of his or her peers. Students learn best by teaching (Hartman, 1997b; Kobayashi, 2019).

### **After-school Program**

The utility of such approach is replete in the literature, actualize through the collaboration of schools and not-for-profits, receipt of federal grants to engage in informal STEM learning, or from National Science Foundation grants.

Hargrave (2017) outlined the particulars of a program to develop the STEM competency of African American high school students. She wrote,

At each school, two to six classroom teachers serve as G-STEM educators, meeting with students after school, on weekends, and in the summer to engage in program activities. Student activities include weekly after-school meetings (to explore STEM careers, conduct laboratory experiments, tour corporate research and production facilities, interact with corporate mentors, etc.), quarterly visits to Major Midwest University (for STEM demonstrations, laboratory experiences, and interactions with STEM professors and students), science fair project production and presentations, summer academic development programs, and summer research internships. GSTEM activities are managed and coordinated by Major Midwest University staff; a faculty member serves as the G-STEM director. (p. 348)

The current authors are aware of the utility of such programs. One of lead author's daughters, Natasha, attended a STEM program at city College on Saturdays, where she learned math and science. She was in the 7<sup>th</sup> grade at Richard Green Middle School in the Bronx. She eventually attained a Master's in computational chemistry, after 10 years of her father's encouragement and prodding. The encouragement and the role modeling are salient to developing B&L students into medical and other STEM professionals. Unlike in Baby Brains, later revealed, children do not determine a day after birth they want to become a doctor.

Lamb, Akmal, and Petrie (2015) explained,

Simply put, students who are unwilling to persist in STEM based classes and learning do not suddenly develop into scientists, mathematicians, engineers, or computer scientists, nor do they seek out STEM related courses and careers later in life. More importantly, these students fail to become

effective consumers of information and knowledge related to STEM. (p. 411)

Based on the preceding, we established a team of 10 multinational researchers and STEM scholars (US, Guam, Canada, UK; Jamaica), including Natasha's former chemistry professor, who later offered a solution to the STEM deficit of B&L- as will be later shown in Figure 3. The team has submitted multiple grant proposals to the NSF without success. A problem is though we have excellent ideas, (e.g., the STEAM Mobile), NSF's assessors appear to pay more attention to the form than to the substance. That is, the way our STEM scholars from the Caribbean and African "chat" (talk) and write deviates from the Eurocentric framework used by NSF assessors. Therein is a form of unconscious racism based on the colonizing of scholarly thoughts, thinking, or approach.

### Novel Approach

Concerning the need for a novel or an asymmetrical approach, though the U.S. Department of Health and Human Services has funded numerous studies of the Head Start program, the current inequities prevail in part because few, if any, such studies have utilized the framework herein suggested, as can be determined by our NSF rejections. This new approach can serve to establish the cause-and-effect relationship between early childhood education and the involvement of B&L students in the STEM fields. There is a definite need for these students to move away from poor and vulnerable neighborhoods and be given the opportunities to attain the higher education required to be the physicians, scientists, and technologists of tomorrow. The basis for this claim will be later revealed by four of the lead author's children amassing two MBA's, two Masters in Chemistry, one Masters in Electrical Engineer, one Masters in Math Education, one Masters in School leadership, and a Bachelor's in Occupational Therapy. However, it is necessary to consider the earliest phases of education.

### The Implications of Early Education and Poverty

Despite the inconclusiveness regarding the Mozart effect (claiming children could become genius if classical music (CM) is played to the developing fetus), agreement exists that

education begins in the womb. There the intelligence of fetuses can be developed by reading, talking to, or playing CM to them (Bremner, 2008; Zigler, Taussig, & Black, 1992). The impact of prenatal learning was reported in works (e.g., Black Prodigies, 2001; Meg, 2004; Mexican, 2011) explaining how genius children played music, knew book passages, or knew of astronomy at six years old because of mothers playing a classical piece, fathers reading a book to his pregnant wife, or parents' that had been engaged in scientific conversations. The child prodigies included a Latinx (Mexican American) who, at 15, graduated from medical school (Mexican), an Asian American ready for college at age seven (Meg, 2004), and Black STEM prodigies (Banneker) revealed in Black Prodigies (2001). Prodigies may be a totally different category of children, but if we can have parents take action to also develop STEM-smart children, it is worth mentioning these smarter born ones.

Regarding classical music, as part of B&L conditioning, one might immediately consider European music of Beethoven, Bach, Mozart, Chopin, Debussy, Tchaikovsky or Testeverde, but are unlikely to name Black or Latino classical music of Andrés Segovia, Eddie Palmieri, or Duke Ellington's, "A Train". The lead author confesses to his ignorance in that regards. However, he redeemed himself with access to knowledgeable sources of Latinx music such as Felipe Luciano of WBAI Radio, New York (NY). This line of discussion is important because the type of music played could have a developing child kicking vigorously in response, or being calm and relaxed, as pregnant mothers can tell. One music that can have each effect is the *Surprise Symphony* (Joseph Haydn's Symphony No. 94 in G Major). There is also a cultural component as to what constitutes classical music and what is so validated by society. When one attends to businesses in big offices, or is locked waiting on a

telephone response, even from government offices, Rap music is unlikely to be heard.

One experience of this lead author illustrates a point. While he was waiting in a Manhattan, NYC office, he was raptly enjoying a piece of "classical music." Perhaps at seeing him with his eyes closed and nodding his head (he was seeing the cadence of the notes), the surprised hosts asked him if he knew the music. Being that said author is a "brother" could have facilitated the question—borne out of his stereotyping. Indeed, the piece—Vivaldi's Songs of the Bird (The Four Seasons)—is one of his favorite kinds of music, along with that of *Country and Western* (Charlie Pride, Dolly Parton, George Jones, Hank Williams, Skeeter Davis, Patti Page); *Reggae* (Bob Marley, Shabba Ranks, U Roy, Yellow Man, etc.); *HipHop/Rap* (KRS-One; Grand Master Flash). All that said, intelligence can be nurtured in children.

As per the earlier mentioned Mozart effect, there may not be a direct causality between music and intelligence. However, with parent care being of high importance, classical music-playing parents may eventually tip the scale to more intelligent conversation, reading, trips, etc.

Accordingly, Dana Suskind, a Professor of Surgery at the University of Chicago, Director of the Pediatric Cochlear Implant Program, and founder and director of the Thirty Million Words Initiative, revealed that "about 85 percent of the human brain grows in the first three years of life, and exposure to a positive learning environment from birth to age 3 is crucial in childhood development" (quoted in Myers, 2016, para. 4). Other studies (e.g., Phelan, 2004; Zigler, Finn-Stevenson, & Hall, 2002) concurred. Phelan confirmed the utility of prenatal education by wryly noting,

Mr. and Mrs. Brains stimulate their unborn infant's intelligence by reading aloud, playing music, and turning up the volume for the news. Their plan succeeds so brilliantly that, only days after his birth, Baby Brains is reading the newspaper, fixing the car, and noting, "I'd like to go to school tomorrow." (p. 1)

Nearly a century ago, Dr. Isaac Newton Kugelmass was claiming that it was possible to advance children's intelligence by up to three years. Green (2001) revealed some G&T children operate up to five grade levels above their peers. In *Superior Children* (1935), Kugelmass argued that "parents who want superior children must . . . first put themselves in good physical and nervous condition. College professors, lawyers and doctors breed more Mongolian idiots than do farmers because their mental life is more exhausting" (p.1). The crude language notwithstanding, Kugelmass's argument points to the impact of the enslavement of Black women under mentally exhausting and often horrendous conditions on their pregnancy, delivery, and children-rearing. Such conditions, further exacerbated by anti-Black education laws, surely caused physiological reactions that stunted the intellectual development of Black children. Monk, Georgieff, and Osterholm's (2013). "Maternal Prenatal Distress and Poor Nutrition—Mutually Influencing Risk Factors Affecting Infant Neurocognitive Development" concurs with the adverse impact possible. Therefore, the U.S. Supreme Court's *Brown v. Board of Education* ruling that outlawed public school segregation in 1954, the Elementary and Secondary Education Act of 1965 and its reauthorization—the No Child Left Behind Act of 2002—are examples of the nation's efforts to improve B&L educational achievement. Hence, the need to solve the paradox of why the government is acting to help B&L, and yet they are also being failed in government-run schools. As such, one must examine the earliest learning institutions. In addition, the complicity of learning disability should be explored. As our Asian American and Professor of Chemistry co-author revealed, "I wonder if many of my students have, perhaps themselves unaware, learning disability, in which case we must slow down the education process to elongate it more than the "normal" students. As for me, it took me about 9 years to get my bachelor's degree and 9 years to get Ph.D."

### Early Childhood Education (ECE) Statistics

In 2017, three to five years old NY Black children attended early schools at the highest rate (64.4%) of all racial groups. Whites attended at (60.3%), Latinxs at (57.9%), and Asians at (50.7%). Nationwide Asians attended at the highest rates (56.5%) followed by Blacks (50.7%). Based on the National Center for Educational Statistics (NCES) latest data, Table 1 reveals that at four years old B&L scored behind Asians and Whites in all measures. Hence, we can safely posit that they entered behind in their school readiness skills, while Asians entered school primed in math and reading.

Though empirical data exist to prove B&L attend schools at a higher rate and are failed more in school, we cannot prove such with the data presented here. However, we will predict that NYC's highly announced Pre-K for all did not result in the production of significantly brighter Black and Latinx students compared to previous years. Pre-K for all started in 2015; therefore, students would experience their first high-stake test in third grade of school year 2019 and beyond. Researchers must explore if students are being prepared at early grades. Based on NCES data, when two years old children were first tested in reading and math, Asians obtained the highest scores and Latinxs and Blacks the least (NCES, 2019).

ECE workers are not highly trained, they are poorly paid and their knowledge of STEM is limited. In the Black and Latinx communities, young children could spend hours in early childhood institutions washing hands and watching TV, with little or no STEM instruction. The government understands the importance of ECE and the need for highly qualified teachers. It says, ".... The US policy context is increasingly focused on enhancing the child care workforce's knowledge and skills as a means for improving program quality, implementing early learning guidelines, and supporting the cognitive and developmental outcomes of children age birth to 5 years" (Ackerman, 2017, p. 1).

### Early Child Care



In the US, Head Start and Early Head Start Programs (HS & EHS) facilitate the comprehensive exploration outlined in Mood (1969). The federal Government-funded and state supplemented HS and EHS have it possible for disadvantaged children to begin formal schooling on a level playing field with their peers. Between them, the programs serve to enhance children's social, emotional, and cognitive needs through a host of wraparound services directed at women and

children. Services include "home visits; parent education and health services, both antenatal and after birth; nutrition; case management and peer support." (Gray & Francis, 2006, p. 656). Hence, the foundation and the supporting cast are in place for the STEM development of B&L children. Paradoxically, though HS and EHS have expended large sums of money since their respective 1965 and 1994 establishment, some see them attaining small or no gains.

**Table 1 Student Percent Reading, Language, Math, Color Knowledge, and Fine Motor Skills Scores at About 4 Yrs. of Age (year 2005-2006)**

Race/ethnicity of child	Mean Reading	Story Telling	Mean Math	Color Knowledge %	Fine motor
White	27.4	2.6	31.6	71.0	3.5
Black	22.9	2.4	26.9	55.3	3.2
Hispanic	21.2	2.1	26.2	50.2	3.3
Asian	30.5	2.1	34.7	70.7	4.5
Pacific Islander	22.2	2.1	26.3	39.0	3.0
American Indian/Alaska	20.1	2.1	23.2	44.1	3.0
Two or more races	27.3	2.5	30.2	62.7	3.5

Green (2012) noted that the Shockley-Jenson thesis held that Black students' poor academic performance was due to irreversible genetic deficiencies, so programs like Head Start were useless, a waste of money, and should be replaced by vocational education. Shockley was a Nobel Prize recipient and Jenson was a University of California at Berkeley research psychologist who received more than \$1 million in Pioneer funds. Other researchers revealed that the programs were successful (Edward & Sally, 2010; Francis et al., 2006). A consequence of the mixed performance, a thorough analysis of ECE institutions and educators must be undertaken.

The high number of preschools to first grade age children (less than 6 years old) who obtain day-care services in various settings interact with personnel who are either family, friends, professional nannies, babysitters, and center or school-based personnel. Family values, costs, and availability determine type and quality of care (Zigler, Marsland, & Lord, 2009). The emerging literature indicates that children of all ages in good-quality programs attained comparatively higher scores on social, emotional,

linguistic, and cognitive development metrics compared to children in poor-quality programs (Brenneman, Lange, & Nayfeld, 2018). The authors revealed that high-quality early childhood education providing STEM learning is now being recognized as an essential step in the progression towards delivering high-quality education to linguistically and culturally diverse students (LCDS). Accordingly, STEM activities can be an effective platform for providing rich learning experiences (RLE) to the multicultural student found in many U.S. schools.

### Teachers

To provide RLE, teachers need professional development on how to integrate STEM into preschool curricula and how to design experiences that appeal to LCDS. Hence, the National Science Teachers Association, the *Next Generation Science Standards*, and the National Association for the Education of Young Children are some organizations that support or have been in the development of more active STEM curricula for early childhood institutions (Texley & Ruud, 2017). However, Brenneman et al. (2018) revealed that "Early childhood educators rarely receive in-depth professional preparation in math

and science, resulting in insufficient content knowledge and lack of confidence in their abilities to implement high-quality STEM learning experiences for young learners” (p.16). The result was a curtailing of planned or spontaneous math and science learning experiences in preschool classrooms. Hence, a decreased in student math skills (Brenneman et al., 2018). The finding may have historical root in Early et al. (2007) who reported,

The results indicate mostly null or contradictory associations, indicating that policies focused solely on increasing teachers' education will not suffice for improving classroom quality or maximizing children's academic gains. Instead, raising the effectiveness of early childhood education likely will require a broad range of professional development activities and supports targeted toward teachers' interactions with children. (p.1)

“Teacher’s educational background gained ...from specialized education in early childhood, as well as college education in general, has been linked with classroom quality, teachers’ beliefs, teacher–child interactions, and child outcomes” (Norris, 2010, p. 146).

To specify the complicity of college of education, in addition to earlier Chu’s (2016) revelation of early childcare preservice teacher deficiency, Brenneman et al. (2018) noted, “Preservice educational programs, however, tend not to adequately prepare preschool teachers in how to support learning of math and science content and process skills” (p.16). Furthermore, the scarcity of U.S. early childhood teacher preparation programs with infant-toddler course and opportunities for practicum experiences with infants is problematic(Chu,2016).Brenneman et al. (2018) proceeded to fill the gap by establishing a not-for-profit that provided high-quality professional development aimed at helping early childhood educators teach STEM to diverse children. MacDonald, Huser, Sikder, and Danaia’s (2019) qualitative study revealed the success of the “Little Scientists” program that a not-for-profit

undertook to provide STEM professional development for early childhood educators. The undertaking was in Australia’s attempt to implement an early years STEM program or curriculum. In the US, Aldemir and Kermani (2017) proceeded to develop a STEM model to elevate the STEM knowledge or competency of Pre-K children and teachers in a North Carolina school district. Parents are also team members in the educative process.

### **Parent-Child Rearing Style**

Parents’ childrearing style also clearly plays a role in children’s educational outcomes (Odom & McNeese, 2014; Pong, Suet-ling, Johnston, & Chen, 2010) and, consequently, can be a function of their socioeconomic status or resolve (Mayo & Siraj, 2015; Otto, 2016). Concerning Asian parents’ resolve, Yi (2013) cautioned that “A ‘Tiger Mom’ educational culture reflects the extreme competition for the elite, educational credentials which can foster ... racial prejudices among Korean-Americans (p. 1). Therefore, there is a need for sensitivity to potential strain in relationships between Asians and Blacks, as discussed below. In any case, though, Asians’ strong performance in NYC’s specialized high schools and G&T schools across the nation is reportedly explicable in terms of poor Asian parents spending all that they can on expensive tutoring for their children. Accordingly, some parents paid \$400 per hour to prep a 4-year-old, or \$1,600 on mock exams (Brody, 2018), while Koreans (an Asian subgroup) spent extravagant amount in *hagwons* prep centers (Yi, 2013). On the contrary, a Black father spent \$4,000 on sneakers for one year (Brubaker, 1991).

### **B&L Sneaker Culture**

Sneakers are elevated in popular culture wherein a pair can currently fetch \$4,000, and they rock and roll in high society. The Trauma Survivors Foundation’s Black Tie and Sneakers Gala has a Depiction of Pagones’ (2018) newspaper report on sneakers induced depraved act (see Figure 1).

The organization has been in existence for 20 years, attracting leading politicians, sports stars, and thespians of all colors (Black Tie Affair, 2017). Sneakers are mandated footwear. The event is billed to provide scholarships for youth pursuing mental health professions aimed at helping trauma survivors. The approach is a noble endeavor and a framework to address the

current shortage of B&L physicians. It would be interesting, however, to ascertain how many B&L medical professionals have been produced over the 20 years of exploiting a popular Black cultural item that youth have maimed, murder, or have been killed for.

## Brutal video shows thugs jump teen for \$2K Air Jordans

By Stephanie Pagones

May 2, 2018 | 1:25pm | Updated

**Figure 1. Newspaper report of student sneakers induced depraved act.**

While "Your Sneakers or Your Life" (Brubaker, 1991) can be considered dated, Pagones (2018), illustrated in aforementioned Figure 1, denotes the savage beating students administered to a 15 years female student for her expensive sneakers. Not to abrogate Americans' constitutional right of freedom of expression, but what right-minded parents send children to school in \$2,000 sneakers? In the classroom, many B&L students appear to revere sneakers more than education. Consequently, too many of those students look down at their feet rather than look up and about their future. This lead author evidenced a poor Jamaican parent boasting about the expensive sneakers her son wore to school. The youth secured a touch screen computer from the said author, uses him as a source of pocket money (always wanting funds for haircut) but disappearing when snow fell and accumulated. The boy's behavior had him pushed out of middle school for homeschooling. To prevent eventual dropping out, engaging STEM after-school program that has an element of career and financial management, which includes parent involvement, would prove useful to such youth. Our Asian Co-author revealed, "This is exactly what the poverty mentality was when I was growing up where delinquents become worse, and the ones with high hopes will have cycle of positive reinforcement. Do you have the

example of the same mentality with negative reinforcement in White and/or Asian community? This is definitively the generalizable law of nature, if we have such in cross-cultural studies."

### The Physiological and Psychological Implications of Poverty

Poverty, which is a social construct (Romano, 2014), can impact the genes in what represents a new take on the nature-nurture debate regarding the factors that determine intelligence. Among a new breed of brain researchers, Rzaskowski (2014) used genome-wide complex trait analysis to reveal significant genetic influence on families' socioeconomic status and the IQs of 7- and 12-year-old English and Welsh children. His findings were consistent with other studies (e.g., Hanscombe, 2012; Krapohl & Plomin, 2016), revealing that the environment moderates the effect of genes. Hence, parents entrenched in poverty can transmit its impacts to their children during birth, with a potential impact on their intelligence. Green (2018), explained how enslavement, Jim Crow laws, and segregation produced poverty and psychological conditions that impeded Blacks' intellectual and physiological development. For example, while many Whites bequeath wealth to their children, which fosters self-esteem and social advancement, many Blacks bequeath poverty to theirs

(Bennett, 1985), which undermines self-esteem and school performance (Mast, 2018). However, enslaved Blacks' advocacy for education, which helped establish the public schools, reflects their desire for their children's academic success (Bennett). Therefore, just as poverty has not hindered Asian parents from driving their children's success, neither should it hinder Black parents, who can learn from Asians' collective efficacy and mutual support. The political leaders in various ethnic communities (e.g., the members of the NYC Council's Black, Latino, and Asian Caucus) must take a leading role in ensuring collaboration and trust among these communities rather than permitting their continued isolation from, and distrust of, each other.

### **An Overture to the Root of the Problem**

The ongoing need to strengthen and enforce Affirmative Action laws and to ensure fair educational policies suggests that racism persists in the United States. "Racism is usually defined (1) as a belief in the superiority of one racial group to another, which leads to prejudice and discrimination" (Coates, 2011, p. 195). Perhaps it is like porn and unlike porn. Justice Potter Stewart, in *Jacobellis v. Ohio*, 378 U.S. 184, 197 (1964) stated he did not know it, but he would know it when he sees it. While Blacks complain of racism, Whites claim they do not see it, but will complain of reverse racism. The discrepancy is understandable because racism takes multiple forms and can be overt, covert, cohesive, silent, institutional (systemic), structural, or micro-aggressions based. To truly learn about the topic, one should read Coates' (2011), *Covert Racism: Theories, Institutions, and Experiences*.

Coates (2011) reveals covert racism is subtle and is hidden "beneath/by norms of association, affiliation, group membership and/or identity". It serves to "subvert, distort, restrict, and deny rewards, privileges, access, and benefits to racial minorities" while disavowing its existence. It benefits the perpetrators by absolving them from responsibility and simultaneously preventing its victims from claiming damage (p. 2). Aversive racism is contemporary and informs White

attitudes towards Black and the resulting cognitive dissonance it causes in them from denying being prejudice while having unconscious negative feelings against Blacks.

Silent racism is in most earlier Whites' belief that racism disappeared with the enactment of Civil Rights legislation. The claim is currently profoundly rooted in the Whites' psyche, reinforced by conservative writers' claim of equal treatment for all (Coates, p. 353). It is strengthened with the contemporaneous post-racial narrative on questions regarding the twice elections of a Black person, Barack Obama, as president (Bruce & Cunliffe, 2014).

The answer to the question in Stephens' (2017) "Post-Racial or Most-Racial?" is that racism increased markedly after the election of President Obama (Bruce & Cunliffe, 2014; Okamura, 2011; Stein & Allcorn, 2018), which involved the honed hatred against him. The Coronavirus unfolds the tragic outcome regarding healthcare not only in the disproportionate deaths of B&L but of Americans of all racial categories. The prelude to the stark and sad outcome is revealed in Stein & Allcorn's (2018). They revealed,

In this paper the authors, long-time collaborators, attempt to weave into a single narrative the many strands of the organizational, cultural, political, and historical story that account for the relentless effort by Republicans and the right to repeal and destroy the Affordable Care Act (ACA). We link this persistent battle to (1) the widespread race-based hatred of President Obama, (2) the 2009 Republican Party vow to obstruct all Obama legislation, (3) the rise of Donald Trump and his feelings of humiliation by President Obama, and (4) the emergence of open racism in America. (abstract)

Understanding and acknowledging the problem can facilitate the cure from the ingenious Americans.

Still, it is a shallow and tired response for B&L to blame racism for all of the racial inequality in the

country; what is needed is a new approach with specific ideas for correcting past mistakes. In a country where Whites helped elect a Black president, wide-cast net of generalization may prove unnerving and negate the collaboration needed to eliminate vestiges of racism that have an entrenched historical pedigree. Kuryla (2011) informs,

Rightly or wrongly, white guilt has largely exhausted itself in America; even the most fair-minded of whites, those who would genuinely like to see racial inequality ended and poverty relieved, tend to push back against suggestions of racial victimization or race-specific claims based upon the history of race discrimination in this country. (p.124)

Two undisputed facts are of particular salience in this context. (1) As earlier reported, billions of dollars are spent yearly on early childhood education only to produce the current problematic outcome, and (2) B&L communities are not monolithic but rather composed of sub-groups, some of which succeed while others fail. Hence, researchers must also explore the historical, anthropological, cultural, economic, psychological, sociological, and physiological dimensions of individuals in order to inform the instructional approaches suited to student's learning styles. By exploring Bonfenbrenner's (2009) macrosystem, it might be discovered, for instance, that comparable African, Caribbean, and native Blacks attain distinct levels of education and social standing. Similarly, diverse outcomes could be found across children of the 30 major nations comprising the Latinx subgroups that (U.S. Census Bureau, 2018) named.

Green (2018) explained an outcome where statewide, the Bronx had the least number of bright (Level 4) Latinx children compared to Queens' highest number. The Bronx had more Puerto Ricans, while Queens has more Central Americans. Such information would inform the need for culturally relevant pedagogy and teachers who are knowledgeable about students' cultures, lived experiences, and who can serve as

role models. For example, in an earlier study, Green (2012) explained that many Mexican students prefer to learn while earning, highlighting the need for career and technical training involving apprenticeship. Not all children can become doctors and doctors are not the only people society needs. Students can learn high paying vocational skills that provide them with upward mobility out of morbidity inducing neighborhoods.

### **The Cultural Implications of Interpersonal Discrimination and Discreet Racism**

The experience of the lead author of this study, a Black Jamaican immigrant once residing in the high-poverty Bronx, is directly relevant to the issues discussed here. His children have earned master's degrees in the fields of electrical engineering, computational chemistry, business administration, school leadership, and math education. Also, one of his daughters became a medical professional (specifically, an occupational therapist). Thanks to their educational achievements, three of his children have relocated from the Bronx to live in wealthier communities in various states. Their education did not come easily. As an ardent parent leader fighting for quality education for **ALL** children in his community, as a Parent Association Co-leader, he was also arrested and debased in his children's school, in front of his son.

Acquiring quality education for B&L children will require their parents' in-school involvement and the adoption of the White "Soccer Mom" attitude. Principals respect them. B&L parents are generally debased for their lack of school involvement. However, Langenkamp (2019) dismissed existing stigmatization, which views all Latinx children as undocumented and having educationally apathetic parents who are uninvolved in their children's in-school education. The characterization could also act as a retardant to higher school performance. Poza, Brooks, and Valdes (2014) explained that Latinxs' strong involvement with their children's education might not comport with schools' definition of *involvement*. Because of the language barrier, many Latinx parents may shy away from schools. It is for schools and

Latinxs' leaders to collaborate to get more parents in the schools as equal partners in the educative processes. It is not for parents to be looked down on, but to be treated as partners whose children see them learning computers in school while teaching Spanish to teachers.

### **Asians with the Interspersion of Latinxs and Blacks**

Some of the doctors this lead author viewed in the media being portrayed as Coronavirus experts were dark-skinned Asians. Asians, like Blacks and Latinxs, are not a homogenous group. They include East Asians (Chinese, Japanese, Koreans), Southeast Asians (e.g., Cambodians/ Khmer, Laotians, Thais, Vietnamese), the Philippines, Pacific Islands (e.g., Hawaiians, Samoans, Guamanians, Tongans); and South Asians (Indians and Pakistanis). Despite their disaggregation into sub-groups by the U.S. census, the scholarly literature often fails to distinguish them (Zhao & Qiu, 2009). Certainly, not all East Asians from the 13 or more nations, with their diverse languages, are brilliant. Notwithstanding, Asians use the discrepancy to their advantage to ensure brilliance is the optics seen at the reference of Asian students. In contrast, sports and rap music are the optics seen upon the mention of Black students. There are brilliant Koreans and Vietnamese as there are dull ones. In the Asian communities, the brilliant Vietnamese are elevated, but the dull ones are minimized and characterized as gang members (Ngo & Lee, 2007). Relatedly, as Krupnick (2015) revealed,

Upending the stereotype that most Asian-American children go to college, the Hmong and other Southeast Asian immigrants including Cambodians, Laotians, and Vietnamese have markedly low college-going rates — especially compared with Chinese, Japanese, and Korean Americans. They are actually more likely than other Americans to earn bachelor's degrees. (p. 1)

With their reported highest academic successes of all groups, Asians are viewed as the model

minority (MM), epitomizing immigrant success, which is often strongly reinforced by so-called *Tiger Moms* (Kohler, Aldridge, Christensen, & Kilgo, 2012; Yi, 2013). These Moms' time was not fixated on their children's self-esteem issues as Black parents' time would be; instead, their time was devoted to working with their children on school achievement. Their activities include engaging the multi-billion transnational industry of private, supplemental education providers (Kohler, et al., 2012; Yi, 2013). Albeit, the MM view portends negative implications for Asians, as they were often not treated as a minority in need of resources (Shih, Chang, & Chen, 2019; Tran, 2017; Tran & Birman, 2010).

Notwithstanding, the overall successes of Asians are accentuated to demonstrate the groups' high academic achievement. A prevailing stereotype lauds them as the poster children for academic successes (Zhao & Qiu, 2009) and blames Blacks for their academic failures (Ford, 2014). A question to be considered is regarding NYC school lack of capacity to successfully educate the 30 Latinx groups who speak one language—Spanish—but can successfully teach Asians. The latter speaks more than 30 of the various languages among the 180 different ones reported by NYCDOE (2016) to be spoken in NYC schools.

Green (2012) reported that Dominicans do not consider themselves Black; thus, they will speak Spanish to indicate that they are not. On the other hand, dark-skinned Asians, as other members of the group, strive to gain access to NYC's specialized high schools (SHSs) to possibly disassociate themselves from blackness. Wassink, Perreira, and Harris (2017) reported that dark skin is associated with lower education, morbidity, and unsavory pathologies. Members of the Asians' subgroups who rose from being categorized as "yellow peril" to "honorary White" long attained higher education than Whites but not the social or economic status. However, as per Wu (2013), Asians were deemed "more acceptable to white people" than Native Americans, Mexicans, Puerto Ricans, and blacks" (p. 6).

Accordingly, dark-skinned Asians also strenuously opposed the City's attempt to admit more B&L students into the SHSs, where advanced STEM coursework is available. Students—including a son of the lead author of this paper—who gained access to the SHSs—are prepared to become medical and engineering professionals, or even Nobel Laurates. Such NYC SHSs, with strong pedagogies in math, science, engineering, technology, and other disciplines, produced the nation's most Nobel (11) Laurates, the most Pulitzer Prize winners, as well as the most Intel Science competition winners (Cole, 2010). Asians have dominated such G&T schools nationwide in all but two states (Hawaii and Alaska), as reported in NCES (2018).

Studies (e.g., Hein, 2000; Itzigsohn, Giorguli, & Vazquez, 2005; Peréa, 2011; Wu, 2013) discussed the perspectives of Asian or Latinxs on personal discrimination reported in the literature. For example, Peréa (2011) documented issues regarding racial identity such as the finding alluded to above, that, while over 85 percent of Dominicans have African roots and are in the U.S. racial context "raced black" (Peréa, 2011) and "confront a racial classification system that classifies many of them as black" even though, "many do not perceive themselves to be Black" (Itzigsohn et al., 2005, p. 2). Being treated as such, even by teachers, both perpetuates broader stereotypes and inter- and intra-ethnic biases that some Latinxs, like Asians, have for each other. Additionally, it could give rise to cognitive dissonance within Latinx communities. Perceptions of blackness may also play a role in poor school performance; thus, for example, the relevance of the expansion of Wassink et al. (2017), which reported that "Darker skin color is associated with fewer years of education, lower household income, greater exposure to racist events, and poorer mental health" (p. 2). Culturally and color-blind teachers treating such students as Blacks could generate the same fear inducing outcome from writing the names of certain Asian students in red ink (names of

deceased are written in red in the Book of the Dead).

### Asians, Africans, and Caribbeanites

Some Black immigrants from Africa and the Caribbean personally dissociate themselves from the kind of Blackness suggested by the term "African American." Their greater educational attainment, stronger positions in the labor market, and homeownership trajectories provide evidence of their perceived difference from native Blacks (Anderson, 2015). For such a reason, Harvard professor Henry Lewis Gates, remarking on the drive and success of Caribbean Americans, suggested that native Blacks should look to them as role models (Model, 2008).

Caribbean Americans have been designated as the *model immigrant* (MI) [Ifatunji, 2016]. Businesses being quicker to employ Caribbean Blacks (e.g., Jamaicans & Trinidadians) over native Blacks because of their "non-lazy" work ethic exemplifies simmering sub-surface wedge issues or tension between the groups. Figure 2 depicts a Facebook exchange with a Haitian medical professional.

The wedge issues are not as visible as that of the current Asians pitted against Black for access to the SHSs. However, Asians' opposition may have underlining tension rooted in the highly visible 1990s "resurgent Black Nationalism" (Merelman, 2002, p. 6), resulting in Blacks boycotting Asian businesses, and Chang (1996) report of "the rise of Korean resistance to blacks" (Merelman, 2002, p. 6). These revelations caution the needs, again, for leaders to intercede. It is more critical for calm heads to prevail in the looming recession when the fight intensifies for scarce resources.

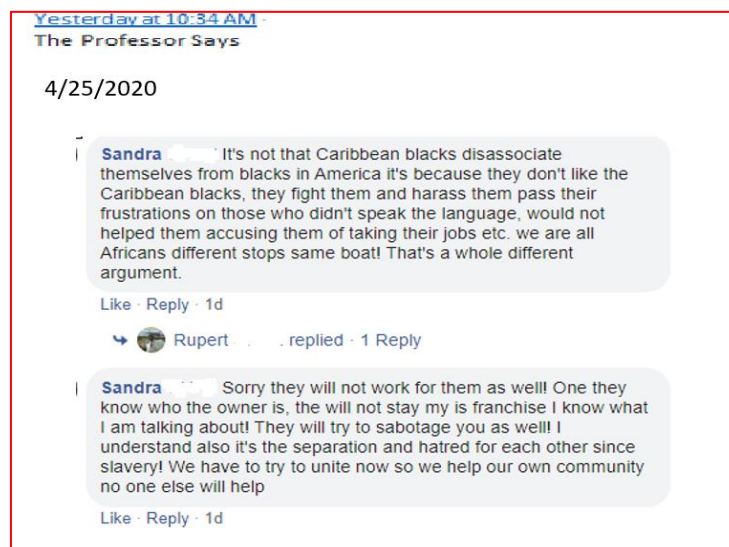
The Asians and Africans' accomplishments provide additional insights into the problem of Blacks' failure by their schools. In certain respects, Asians are deemed "honorary Whites" (Jiannbin, 2017; Zhou, 1999) and the aforementioned model minority (Wu, 2013). According to some scholars, this view of Asians is a White myth that reinforces the racial suppression of



Blacks (Ho, 2015; Wu, 2013). However, Young (2009) clarifies,

‘Honorary whiteness’ builds on the colonial reification of white superiority, extending the opportunities and rights traditionally reserved for ‘whites’ to ‘non-whites’ who are able to achieve positions of economic and social power. ‘Honorary whiteness’ differs

from ethnic or racial whiteness in that it is conditional. As a tentative state, individuals who gain ‘honorary whiteness’ must continually defend their status by actively excluding others and repressing parts of themselves – as a result, perpetuating political inequality and psychological instability. (p. 178)



**Figure 2. Screen shot of a Facebook post regarding animosity between Blacks.**

The description “honorary Whites” served during the Civil Rights struggle to contrast the success of Chinese and Japanese American communities with the problems plaguing Black communities and to blunt Blacks’ demands for recognition as a group (Ho, 2015; Wu, 2013).

According to Trytten, Lowe, and Walden (2012),

Early articles described several facets of the current model minority stereotype: streets are safe in Chinatown, children of Asian immigrants seem to be top students, and Asians never complain publicly about discrimination (Wu & Song, 2000) .... Visit Chinatown U.S.A. and you find an important racial minority pulling itself up from hardship and discrimination to become a model of self-respect and achievement in today’s America. At a time when it is being proposed that hundreds of billions be spent to uplift [African Americans] and other

minorities, the nation’s 300,000 Chinese-Americans are getting ahead on their own, with no help from anyone else. (p. 441)

Regarding the Japanese, Ng, Lee, and Pak (2007) asserted,

Asians did not need government support to make it in U.S. society. As numerous Asian Americanists have noted throughout the years (Cheng & Yang, 2000; Osajima, 2000), the purposeful ways in which Asians were heralded for their success was a direct attack against African Americans in their outspoken quest for equality in the 1960s and against a critique of institutional and structural racism. Such pernicious and unfounded comparisons between the races only served to create fissures that continue to exist today and support a message of individual effort as a primary means to overcome racism, erasing the existence of structural barriers. (p. 97)



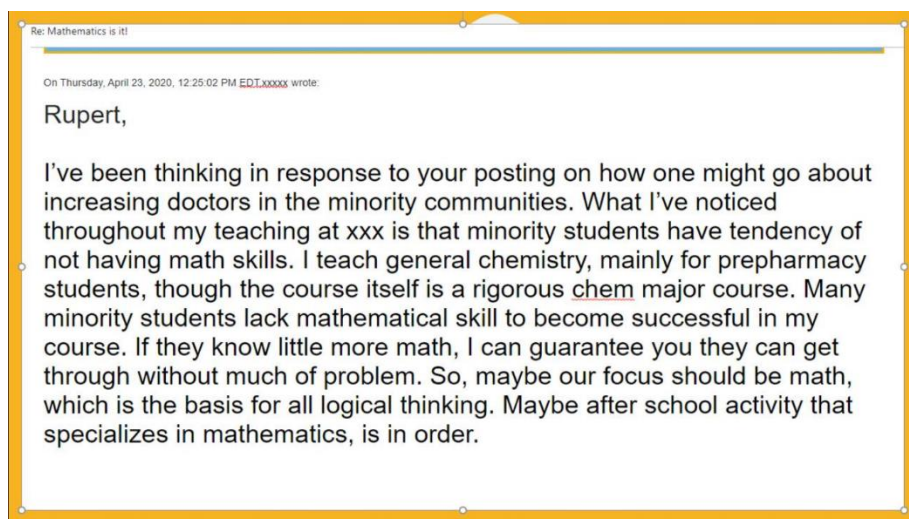
Finally, “Asian children stayed in school, were not born out of wedlock, and did not grow up to become criminals or create slums” (Wu, 2015, p. 5).

**Africans.** African students who have been successful in earning college degrees contest the commonly held belief that Asians have superior intelligence compared with other ethnicities (Imoagene, 2013; McCleary-Gaddy & Miller, 2018). However, their claims in this regard have been put to sinister use, as Sall (2019) explained,

African immigrants and Black American natives are perceived to be members of the

same racial group; stereotypes about their ethnic attributes differ sharply. Research has shown that African immigrants are stereotyped as more polite, less hostile, and easier to get along with than Black American natives (Foner & Fredrickson, 2004). Black American natives are stereotyped as hostile, criminal, uneducated, rude, and dangerous. (p. 1)

The mistrust induced between disadvantaged groups results in fighting for limited school resources instead of collaborating to advance the success of all.



**Figure 3. Personal communication from an Asian professor on helping minority students.**

**Preliminary Discussion.** We were extensive in this section because misconception as well as ulterior motive-designed activities, set in place years ago, still adversely affect the relationship between disadvantaged racial groups. As the later discussed Bakke case will reveal, a Caucasian man believed an unqualified Black impeded his chance of becoming a doctor. On the contrary, Blacks who lost the case would believe their chance was stymied by racism. In a personal communication (see Figure 3), an Asian professor shared his opinion with the lead author, which would challenge the assumption of racism as a determinant for Blacks lack of STEM competency. Still, how racism is administered

could account for the lack of preparation outlined.

The ongoing antagonistic relation over the SHSs could have Asians perceiving unqualified B&L trying to deny them space, while B&L could perceive Asians as racists. The figure introduces school failure to prepare students as a factor in the misconception. There is a need to answer how schools graduated B&L students that are so unprepared. The answer is within multiple factors, some of which we will later introduce. A germane question is regarding how B&L parents stood by and had their children graduate high school as math, or even English Language Arts, illiterates. We can consider that teaching became a practice for professionals, where math

being learned by current second graders could be beyond the capacity of some parents. Furthermore, those parents who understand math and helped their children caused more problems because of the alien procedures used.

In some immigrant cultures, perhaps in a different era, teachers are held in the highest esteem. Parents “leave their children at school” and teachers took care of business. Immigrant parents often believe that the same procedure applies in the U.S. In the lead author's capacity as a parent leader, he had to teach parents the American way. This requirement emerged because teachers treated parents disdainfully, even telling English speaking Caribbean parents to speak in English. There was also the case where students from the Caribbean were not assessed and were automatically set back a grade or two.

Also, germane is regarding teacher passing student that were not fit for graduation. We spoke about the stressed-out teachers just trying to survive the day. We now mention a time when the social promotion was the order of the day. Hence, because it was dangerous to keep a thrice failed 8-grade students (some 17 years old) with 13 years old middle school students, they were socially promoted to high school (the NYC 8+ program). We wonder if a similar social promotion is currently occurring. Mayor DeBlasio has lauded the city's high graduation rate. However, Elderman (2019) revealed,

While Mayor de Blasio is bragging about a 1.6 percent uptick in the city graduation rate, more students are failing high-school math and English exams, blacks and Hispanics are earning far fewer advanced diplomas than whites, and English-language learners are lagging far behind, data shows. (p.1)

### Deep Diving in the Problem

Whether an overt tactic of divide-and-conquer or an unintended consequence of lauding individual efforts of different ethnic groups, the racial distinctions earlier described have divided and

pit minority groups against each other. Such was the divisive outcome rather than one that was bringing them together or inspiring a virtuous circle of achievement. The reasons for the described outcome are many, including historical racism and differentiation-based appearance across the groups that are compared. It might be argued that efforts by B&L students to adopt Asian students' behaviors (i.e., based on the assumption that doing so will improve their academic standing) come with the risk of losing their own racial identity. Moreover, it was also suggested that Blacks adopt Whiteness to attain success. Accordingly, Fordham (1988, 1996, as cited in Harris, 2011 ) suggested that high-achieving Blacks typically employ a strategy of minimizing “their relationship to the black community and to the stigma attached to ‘blackness’” by adopting a raceless identity, which enables them to pursue academic success and upward socioeconomic mobility” (p.128). This approach could result in extreme isolation, with adverse psychological ramifications.

Though previously cited Young (2009) provided compelling reasons for Asians to adopt Whites' behavior, worthy of further examination in this regard are the differences in terms of education and economic status across sub-groups of B&L citizens. Examples of differences could reveal the relatively strong academic performance demonstrated by Cubans compared to the relatively poor performance by Mexicans and Dominicans. Such an outcome may be attributed to factors such as

- historical pedigree of enslavement,
- the immigrant effect and immigration policies,
- parent childrearing style,
- “acting Black,”
- learned helplessness,
- socioeconomic status,
- cultural dictates,
- linguistic challenges,
- susceptibility or resilience concerning “acting White,” and

- coping strategies (CSs) developed for dealing with a hostile school environment.

The qualitative input, such as below, is informative. On the factors that perhaps contribute to the immigrants' success is that they may not have anything to fall back on when they failed. Failure is not an option. One of the important characteristics of the American education system, to the eyes of an immigrant, is that one can fail multiple times without a penalty other than wasting the funds and time. On the last author's learning disability, early on he failed multiple times; he barely graduated from high school and he went to two colleges, one of which he basically failed out. He couldn't just go back! His official resume would show high school drop-out if he went back to Japan. "Acting Black," stereotype threats, and failure avoidance behavior are examples of these CSs revealed in Green (2012). Concern about being seen as acting White caused some Black students to reject an education perceived as the legacy of Whites who enslaved their ancestors. The outcome has been an "oppositional culture" (Harris, 2005) in which some Blacks, intimidated by their higher-achieving peers, have sought to hinder their intellectual efforts (Harris; Ogbu, 2004). Harris noted, "[A] black culture antithetical to mainstream American society, a culture that negatively sanctions those who attempt to perform well in school, was a major reason for the low academic achievement of black youth" (p. 7).

Perplexing, even in some middle-class Black communities, Black students were being failed by the school (Green, 2018). Professor Matsugana noted, "Then again, without certain degree of assimilation, how can one achieve educational and economic status? The majority, currently, consists of white culture/system."

Stereotype threat behaviors occur when Black students refuse to demonstrate their abilities out of concern that doing so will somehow reinforce a stereotype attributable to the group (Harris, 2005). Hence, the need for mindful educators to avoid pathologies related to psychological, interpersonal, and intrapersonal conflicts. Educators

need to be mindful in this regard to prevent bright Black students from acting Black (stupid) and getting involved in drugs.

### **Racism as a Factor?**

Research on several fronts has revealed the sinister purpose of the war on drugs, which may have served to decimate Blacks through disproportionate incarceration (Duxbury, 2019; Evans, Garthwaite, & Moore, 2016). Evans et al., explained the procedure borne out through community destabilization with crack and murder. Correspondingly, Duxbury (2019) elaborates. He wrote, "Conventional wisdom and much theoretical work suggest that racial animus—categorical beliefs about Black inferiority—drives the use of criminal justice to regulate Black populations" (p. 3). Also, Mitchel Alexander's (2012) *The New Jim Crow: "Mass Incarceration in the Age of Colorblindness"* revealed that mass incarceration, justified by and organized around the war on drugs, had become the new face of racial discrimination in the United States. Likewise, Moskowitz (2010) noted,

In 1994, John Ehrlichman, Nixon's former domestic policy chief, revealed in an article published in *Harper's* magazine that the "war on drugs" witch hunt was not directed at drugs. Instead . . . Nixon used the war on drugs to target his major enemies . . . anti-war advocates and black Americans. (p. 1)

To quote Duxbury again, "Racial prejudice, after all, is a root cause of discrimination . . . and racial animus may translate antiquated forms of racial domination, such as chattel slavery or Jim Crow laws, into mass imprisonment" (p. 3). Thus, "in 2017, blacks represented 12% of the U.S. adult population but 33% of the sentenced prison population. Whites accounted for 64% of adults but 30% of prisoners. . . . Hispanics represented 16% of the adult population, they . . . [were] 23% of inmates" (p.1). These disproportionate numbers demand attention concerning their implications for both the persistence of racial prejudice and the denial of opportunities to B&L students.

Some Whites have expressed trepidation regarding the demographic projections that B&L, and additional brown citizens will become the majority of the U.S. population (Gupta, 2018). The wall being constructed along the U.S. border with Mexico, while ostensibly intended to curtail illegal *immigration*, has come to symbolize the effort to stop immigrants, with an attempt to prevent the overwhelming of surrounding border schools. However, its discreet purpose may also include slowing the inevitable “browning” of America, which has been the color of the majority students in the nation’s public schools since 2014 (Krogstad & Fry, 2014). President Trump’s references to Mexican immigrants as rapists may function as a dog whistle for wall supporters with angst about the growing non-White population and “potential criminals” (illegal immigrants) within the United States. That, too, is a concern of all law-abiding citizens. It should be known for such matters; President Trump has Black supporters. The President hit a raw nerve with the Caribbean and other Blacks when he stated that light-skinned Middle East refugees are brought to America, and they take jobs that would go to American Blacks. Employers easier employ them as they do for Caribbean Blacks over native Blacks. If we are to solve the problem at hand, these are some factors that must be explored.

In New York State (NYS), there has been an orchestrated attempt to impede the criminal justice reform that, according to Governor Andrew Cuomo, has dramatically reduced the rate of mass incarceration (NYS, 2020). In NYC, this attempt has taken the form of opposition to closing the Rikers Island prison, which houses a majority B&L population. Though limited prison education is offered, the inmates are not working to become medical professionals, and prisons are not where such education would be obtained in the first place. But, if student imprisonment is the result of their actions and adjudication within a system that presumes innocence and assesses guilt only beyond a reasonable doubt, do they not belong in prison? There is, however,

considerable evidence that innocent Black and Latinx youth pushed or dropped out of school can and have been often wrongfully convicted (Howard, 2019; Ruffins, 2011). The Central Park [5/7] miscarriage of justice, where Black youth spent 6-13 years in prisons for a brutal crime they did not commit, is an example (Garcia, 2012).

Many B&L students are allowed or even forced to leave school without graduating, with the result that the educational system comes to perform the function of social sorting. Often, this phenomenon is the outcome on the part of teachers' attempts to enforce discipline in the classroom (Monahan, 2010). The question arises as to the classification of such an outcome if a student’s behavior has had a significant detrimental effect on other students. Can the removal (after three referrals) and the consequences of dropping or pushing out be considered sorting, when the teacher had no other option? Green (2012) explained that there are options to expelling students from the classroom and from school, such as inviting family members into classrooms as surprise guest-students. Thus, a misbehaving or even a nice boy may “luckily or shockingly” have his grandmother shadow him in his classes for a day.

Where is the parental control /involvement causing students to be referred for discipline so many times that they drop out in frustration, or schools succeeded in pushing them out? In like manner where one set of stakeholders collaborated in protesting the closure of Riker’s Island prison (Yakin, 2019), and another set mobilized to keep B&L students out of the city’s SHSs (Branigin, 2018; O’Hara, 2018), the social sorting function could also dictate who becomes the police and who the thief. With knowledge aforethought of the tendency for the members of certain groups within society to be incarcerated disproportionately, it is not to say that the only options available to young B&L people are SHSs or prisons. The aim here is simply to make clear ways in which early conditioning, unwritten norms, and the choice of curricula can predispose students

to certain outcomes. Such curricula reinforce unwritten and unspoken norms, values, and expectations of the institution (Long, 2013). An outcome is the school-to-prison pipeline that prepares the members of one group to become criminals and the members of another group to serve as their jailors (Bryan, 2017; Cramer, Gonzalez, & Pellegrini-Lafont, 2014; Mallett, 2016). Long evidenced the process and the implications of White privilege.

He wrote,

Significantly, racial segregation exists within UGRH primarily in the tracking system (see Rosenbaum 1976; Oakes 1985; Barlow and Dunbar 2010) that separates 'high-achieving' students from 'ordinary' students by placing them in Fordham 'gifted and talented' programmes, Advanced Placement (AP) courses, and a variety of courses with 'accelerated' and 'enriched' curricula. Academic tracking imposes and reinforces White privilege (Harris 1993), racial exclusion and invidious expectations of Black students. Access to the most highly valued and best-rewarded aspects of our culture is offered primarily to students who are socially defined as White, regardless of gender or class. This pattern is evident at many American high schools. (pp. 211-212)

Herein is a reason why B&L are denied access to the nation's G&T program, which requires a teacher referral, a parent strenuous request, or teacher's note to parents, as an African American teacher did for the lead author's third grade son. As revealed, he gained access to Bronx High school of Science. Still, it took three years of testings and refusal to accept the waiting list filtering process. In the sixth grade, he eventually gained acceptance to the gifted program because of his father social capital, which had the school superintendent intervening.

In regard to the preceding, bright B&L students can end up being inexplicable failed by the school. The behaviorist psychologist J. B. Watson argued along the lines that he could make

children into law-abiding professionals, trade persons, destitute, or even criminals if given some healthy ones and no oversight (Ludwick, 2003). Considering the implication of Watson's conditioning, Blacks have long asked about the circumstances in our schools, causing wide-eyed, bushy-tailed, Black girls to enter kindergarten, then hate school in a short spell. More realistically, what is happening in six grades that is causing females' dislike for math and their developed 6th grade ode to school failure.

Green (2012) has shown that the attitudes and perceptions (A&Ps) of teachers and other people in schools can condition or direct students one way or the other. Significantly, members of the school staff influence students' educational outcomes. To be sure, individuals' A&Ps are difficult to measure; thus, educators—most of whom are White—are unlikely to manifest explicitly the troubling attitudes ascribed to the U.S. educational system in preceding. Undeniably, students look for guidance in their schools when setting their educational attainment. The majority of Black and Brown students in the nation's schools see few B&L positive role models in the form of B&L teachers and school leaders.

In fact, according to NCES (2020), as of 2017-2018, of the 3.6 million public school teachers, approximately 23.7% were White, 7.7% were Black, 19.3% were Latinx, and 2.7 % were Asian. As for the 50.8 million students, it noted 46% were Whites, 15.1% were Blacks, 27.4% were Latinxs, and 5.7% were Asians. Given the evidence that African American students stand to benefit from being taught by teachers of the same race (D'Amico, Pawlewicz, Earley, & McGeehan, 2017; Gist, 2018), why schools fail to address the disproportionality between Black and Brown students and teachers suggest systemic racism. Additionally, a recent effort by wealthy White parents in NYC to keep Black children out of "their" children's schools (Chapman, 2018) could inform of the same. The rich parents' action is not localized and has been known to provide support for the persistence of the racism mentioned above. There are examples

elsewhere of parents, school employees, and members of the broader community protesting against principals' effort and school policy to integrate a gifted program or otherwise make schools more equitable (Forsey, 2009). The opposition above of Asian and White parents to Mayor de Blasio's plan to place bright B&L children in top NYC public schools are other examples.

Chang (2018) documented the views of our racism allusion. He reported what a Latinx student (1 of 6) at Stuyvesant High School (population 3288) revealed regarding the discussion among the Asians who made up the majority of the student body. This student reported that her classmates attributed lack of ability to the failure of students to be accepted into the school, and they expressed concern about the possible lowering of the school's rigorous standards should the Mayor's integration plan succeed. The Asian students' attitudes, at least as reported by the one Latina student, echoed those of former New York mayor Michael Bloomberg who stated that only the qualified passed the admittance test to gain access to the SHSs (Johnson, 2012).

The present shortage of Black teachers may have had roots in desegregation ordered by the *Brown v. Board of Education* Supreme Court ruling (Lash & Ratcliffe, 2014; Oakley, Stowell & Logan, 2009). An outcome of *Brown* was the closure of Black schools, firing of thousands of Black teachers, denying them employment in White schools, and the bussing of Black students to white communities to be taught in integrated classes their presence caused (D'Amico, Pawlewicz, Earley, & McGeehan, 2017; Lash et al., 2014).

Is any of the preceding discussion evidence of racism? This section is not declarative. It is quizical in the form or a heading that is a question. Hence, Figure 4 illustrates the racism conundrum. Based on the teacher to student distribution shown, one wonders why such stark inequity that some view as racist goes unaddressed. The question remains whether these anecdotes and statistics mean that racism is, in fact, responsible

for the relatively poor performance of B&L students in the NYC schools and the nationwide statistics summarized in Figure 4.

The statistics raise the question of whether there are mindful educational leaders and teachers with knowledge of how to nurture minority students' self-esteem or self-efficacy in the STEM subjects, or to serve as role models for B&L students. In previous times, such lopsided makeup of school staff was answered with, "we cannot find qualified Blacks." Surely, such an explanation cannot be considered a valid response today. Other explanations must, therefore, be provided.

### Demographic Shift as a Factor

The preceding discussion appears to contradict the earlier point about racism being a tired argument. By way of clarification, these issues need to be seen in the context of a society in which schools and neighborhoods are undergoing social and demographic changes. Consequently, many of those who attend or inhabit them may not embrace the values, institutions, and sense of community that educators such as John Dewey (1859-1952) championed. In modern public schools, teachers are increasingly responsible for acculturating and preparing students from various demographic backgrounds for their roles in a democratic society. Ravitch (2000) spoke of the complexity of the situation. She wrote,

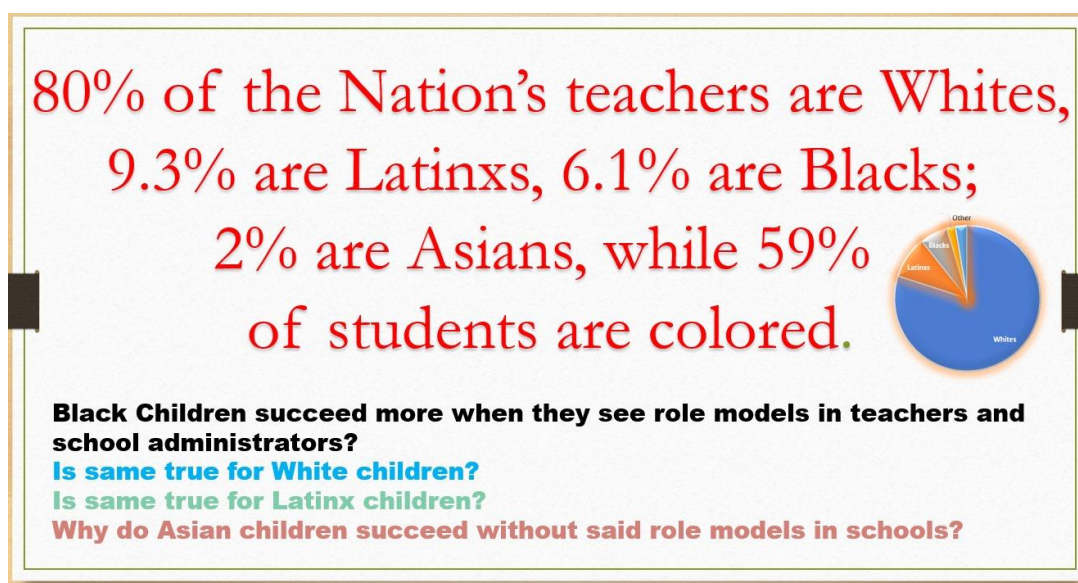
For a variety of reasons, families, nuclear or extended, have become less dependable as sources of support, guidance, and discipline; so. So [you] have a whole range of neighborhood-based intermediary institutions. The resulting vacuum has been filled, with unsettling consequences, by peers, the electronic mass media, and bureaucratic providers of social services. (p. 20)

Accordingly, the neighborhood communities that were primarily responsible for the early acculturation of children regarding appropriate behavior in the classroom and away from home



generally have deteriorated (Vanfossen, Brown, Kellam, Sokoloff, & Doering, 2010). Many students appear to receive little in the way of etiquette training at home, and their actions are perceived as indicating disrespect and disregard for teachers, who respond with increasingly stringent disciplinary measures in NYC and elsewhere (Monahan, 2010). Such students may simply lack sufficient social, cultural, and

linguistic capital to communicate with mostly middle-class teachers and other school personnel. According to DuCloux (2009), "Agents like teachers and guidance counselors play a determining role in the maintenance or disturbance of social inequality because of their ability to help facilitate for and maneuver students toward greater levels of achievement" (p. 54).



**Figure 4. Social media post regarding 2019 school demographics and implications for students.**

Urban teachers may find themselves in overcrowded and chaotic schools trying to get through the day rather than adhering to any particular form of pedagogy. When overcome by the undisciplined students, even good children may be caught up in haggard teachers' referral storm. Three referrals could have a student removed from a class. However, that option was later taken away from teachers. They were basically locked in a room where even one disruptive student stopped the class. Teachers' cry to school security was often ignored, with an admonishment from the security agent about the teachers' lack of classroom management skills. Given the situation, as will be proven later, if racism informs teachers' A&P, they may hide their racism or practice it unconsciously, as White privilege offers a way to cloak it. But then, Black teachers even get hell, and many reported that Black

youth "dissed" them more than they did White teachers. Still, there were Black teachers who, like *homie*, did not play that.

### **The Political Implications of White Privilege**

White privilege (WP) is the product of "ethical solipsism in which only white values, interests, and needs are considered important and worthy of attention" (Sullivan, 2006, p. 17). It emerges from the fact that B&L and White Americans live in separate worlds. Hence, the feelings and interests of B&L are not foremost on the minds of Whites. It may reasonably be asked whether the converse is also true; however, but, in any case, B&L's frame of mind regarding Whites does not determine whether the latter can obtain mortgages, live where they choose, or appear in public without fear of being arrested while walking or driving White. Unconscious habits (UHs) play a

key role in race relations; as Sullivan went on to explain, they cloak WP: but just as, in astronomy, a black hole is detected indirectly, so also WP must be inferred:

As an unconscious habit, white privilege operates as nonexistent and actively works to disrupt attempts to reveal its existence. Given this modus operandi, habits of white privilege are more likely to be changed by indirect, rather than direct, assaults upon them. (p. 17)

Again, it is reasonable to ask, if the primary function of WP is to conceal its existence, how can it be influential? As previously noted, black holes are reported to be invisible but can be located through their effect on nearby planetary bodies. Likewise, cloaked WP can have a visible effect on B&L students. To expand on the effect, indirect appeal to Whites can affect their belief system regarding B&L. Professor Matsugana wrote, "One of us wonders if it is more reasonable for B&L students to assimilate, then and only then one can proceed to change. Of course, it is a catch-22; once assimilated, one could become a part of the problem."

Sullivan (2006) explained how the response to Hurricane Katrina in 2005 influenced Whites' beliefs. The contentious Civil Rights Movement (CRM) of the 1960s resulted in gains for Blacks. However, it had failed to eliminate the racial gaps in areas such as education, income, and employment to (Graff, 2011). The successes of political conservatives from the 1980 election of President Ronald Reagan to the vigorous conservative think tanks of the 1990s, however, advanced the notion that the gains of the CRM had championed an end of racism in America. Graff (2011) relayed,

Not only do many whites believe that blacks have the same opportunities as whites, they also believe that if "the failures of blacks persist [ed], the fault had to lie with the victim, not in deeply rooted economic and social inequality, not in their exclusion from the economic life of the country" (Litwack, 2009 p 121). In fact [,] some

whites believe that blacks have been given unfair advantages, and they are oblivious to any privilege that being born white has given them (Leary, 2005). Many have questioned the persistence of racism given Barack Obama's election as President of the United States. (p. 347)

Katrina, which has a clear parallel with the present Coronavirus revelation, created an indirect onslaught on White Americans' consciences that helped the election of the first African American president. True, the 9/11 attacks and ensuing protracted military engagements that followed, as well as the economic meltdown of 2008, had profound impacts on the landscape of race relations and the election results. However, Foster (2013) argued, like Sullivan, that the critical event in the election was the aftermath of Hurricane Katrina, as summarized in Figure 5.

While the conservatives' agenda was fairly transparent, reports (e.g., Jurkiewicz, 2009; Sobel & Leeson, 2006) exposed the complicity and corruption of the Democratic leaders of New Orleans during and after Katrina as well. Their failure to prepare for a foreseeable emergency reveals parallels with the current Republican administration's response to the Coronavirus pandemic. Historically, Blacks abandoned the Republican party to support Roosevelt and the Democrats around 1934; they have remained a faithful Democratic constituency ever since (Blacks'n.d.). Notwithstanding, monumental educational reforms (e.g., Brown vs. Board of Education decision and passage of the No Child Left Behind Act) that helped B&L emerged under Republican presidencies. Education has a political component. Therefore, the continued failure of the U.S. education system to deliver equity to B&L students suggests the groups need to reassess how they leverage politics to promote their children's achievement.

After the 2008 and 2012 elections, conservatives relentlessly opposed President Obama's initiatives; and while they used his victories as proof of a post-racial America, the majority of Whites twice voted against him. Foster (2013)



cited these facts as evidence that White Americans continue to oppose racial progress just as they did in the 1963 March on Washington. However, it appears that Whites are not a monolithic thinking group; members of the group supported and participated in the march (Jones, Euchner, Hill, & Hill, 2013). Likewise, tragically, they participated in the 1965 Freedom March from Selma to Montgomery, Alabama, which resulted in Klein's' (2020) "The assault on civil rights marchers in Selma, Alabama helped lead to the Voting Rights Act." Thus, the Jekyll and Hyde nature of Whites regarding racial progress informs the

complexity of simply blaming racism. The violent action of some Whites on the Edmund Pettus Bridge led to the uncloaking of WP, as Klingsons starship must uncloak to do violence. On the other hand, other Whites so aghast at what happened aided the enactment of the Voting Right Act (Klein, 2020). Notwithstanding the preceding, a lesson for B&L, immigrants, and all other is the price native Blacks paid to secure the rights and benefits that we all now enjoy. Hence, the need to pay it forward in continued advocacy for a perfect union.

## Deja Vu All Over Again: Of Katrina and Coronavirus

But then along came Hurricane Katrina in 2005, or more consequently, **the botched government response to the storm's aftermath**. Americans of all races were presented media images of **mostly black Americans trapped in New Orleans without basic necessities like food or clean water**, a moment when conservatives struggled to maintain the "it's their fault" storyline. **Viewers saw pictures of dead bodies floating in floodwaters on city streets, while many elders died, waiting for assistance that never came**. For at least a brief moment, the reality of U.S. society could not be ignored: that it is both a racist and classist society.

Whites VOTED OUT REPUBLICANS BECAUSE OF THAT.

Foster, John. *White Race Discourse : Preserving Racial Privilege in a Post-Racial Society*, Lexington Books, 2013.

**Figure 5. LinkedIn post comparing the responses to Hurricane Katrina and the Coronavirus pandemic.**

It appears now that there had been little benefit or improvement in terms of racial equality in the United States over the previous 40 years, which appeared to have further deteriorated with the election of President Obama (Graff, 2011). As earlier revealed, the conservatives' opposition to President Obama helped elect the current administration. It is in this context that the parallel between Whites' earlier response to Katrina and their current response to the Coronavirus should be considered. As the Katrina optics rallied

Whites to action, Coronavirus has likewise jolted them to action, originating this work. Earlier cited Governor Cuomo's and a host of other calls for investigation evidence their response, and *catching Whites doing good*. However, if we accept that racism is the root of the present problem, then we are *catching Whites doing bad*.

Whites' opposition to racial equality has a historical pedigree rooted in Blacks' enslavement (and the mistreatment of other minorities in the United States). As Doss-Helm (2018) observed,

following the 1863 Emancipation Proclamation, many states created separate and unequal educational systems for their Black citizens. Accordingly, as part of their efforts to preserve the existing social order, Whites often used brutal means to deny Blacks the education that would have helped them to become productive members of society. According to Roger (2013), these efforts “end[ed] up guaranteeing that Whites and Blacks would experience a relatively inequitable level of prosperity into the foreseeable future” (para. 3). The failure to provide all Black Americans (and other minorities) with a high-quality education has fostered the development and persistence of a human capital deficit in America. Therefore, to quote Rogers again, “the nation does not possess as many well-educated, well-prepared [Blacks] as it would if education were not historically misallocated to specific groups in society based on the sole factor of race” (para. 4).

Rogers (2013), then, suggested an explanation for the practical media invisibilization of B&L doctors in the U.S. Coronavirus response. Regarding how the mechanisms by which an event that took place a century-and-a-half ago (i.e., the Civil War) continues to impact U.S. society and thwarting the long-heralded post-racial era, Foster (2013) drew attention to:

“Racial grammar, a distillate of racial ideology and, hence, of white supremacy buttresses WP to maintain racial domination even when more overt and blatant means fall out of favor with the public. This grammar teaches people the rules of engagement when discussing race matters, and these teachings take place within society’s institutions while being verified, negotiated, and even modified or revolted against within daily interactions. . . . Americans claim to support racial equality and fairness while simultaneously opposing programs and policies deemed necessary to achieve racial equality and fairness. (p.7)”

An example of an element of this tense and bifurcated situation is the 1978 Bakke case—in

which a Caucasian medical school applicant argued successfully in court that a college’ Affirmative Action admission policy that favored African Americans discriminated against him. White Americans’ support for such outcomes can be seen to reflect their tacit preference for a particular social system, even if they never express it. Hence, racial discourse or grammar is approached as a critical tool for maintaining the established social order; under the current social order in the United States, it may serve to deny B&L students access to professional opportunities such as medical school while advocating equal opportunity. Still, deep diving into the matter reveals the perspective of the lead author’s editor and White friend. In an April, 2020 personal email communication, he wrote,

Wow, ...pert, my White friends and I sure have a lot of privileged narratives going for me! Have you, at least, caught me doing good? lol

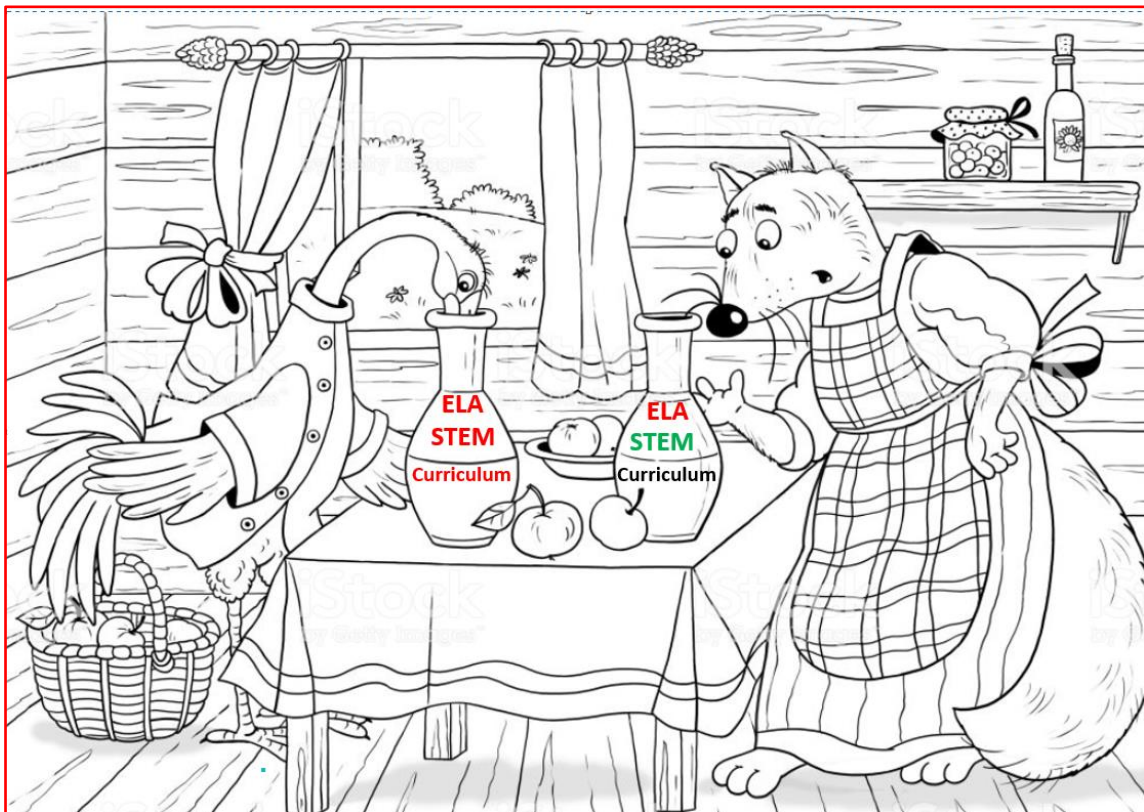
Let me tell you about reverse racism that I personally experienced. In 1993, I earned my PhD. I applied to a local college and was told by not one but three high-ranking administrators of the college—off-the-record and with a stern warning never too repeat it—that they wanted to hire me for the advertised opening (I’d passed SEVEN interviews with flying colors) but they were under orders NOT to hire a White until and unless they’d hired a Black for the position. Affirmative Action. It took them THREE years to find a Black (few applied and those that did were not qualified for various reasons) to hire. As soon as they did, literally one week later, they opened another position and hired me. But I had to wait THREE years to get a full-time faculty position BECAUSE I was White. because I had to work as a part-time adjunct for 3 years, it cost me more than \$100,000 in lost earnings. In case you’re wondering, it was the only college in the area and I absolutely could not move somewhere else.

So...there's another side to that "White Privilege" story, my friend. It never privileged me.

### Discussion

The aim of this work was to tease out some of the issues that must be considered in conducting a comprehensive and advocacy framed study addressing the social problems revealed by the Coronavirus. The complexity and the nuanced nature of the problem are revealed in our multifaceted analytical approach. We touched on various underlying issues that the pandemic has surfaced in the United States. These issues have historical, anthropological, cultural, economic, psychological, sociological, and

physiological root. Some of the observations and findings presented here require deep introspection that can generate painful feeling likened to the debridement of a bandaged and long-festering wound—wound which members of B&L community have long borne. The wound has manifested itself in the general failure to provide a high-quality education, from which all other opportunities emerge, to B&L students. Paradoxically, the nation touts equal opportunity, which also avails itself to B&L. If racism is to be discounted as previously alluded to, then the reason for the achievement and other gaps is aptly depicted in one of Aesop's fables, the "Stork and the Fox" (see Figure 6).



**Figure 6. Depiction of the reason for Blacks and Latinxs' school failure.**

Note. Image purchased (Order details for iStock order number 2063449805)

In that depiction, it could be stated that everyone in that classroom has equal opportunity to educational offerings as represented by the vase. However, if all students are treated equally, some are being discriminated against. Surely, the fox is not equipped with the tool to participate in the learning process. In the story, the wily the

fox first invited the stork to dinner and served it on a flat plate. Obviously, the stork could not eat. However, the stork decided to get even by returning the invitation and served dinner as shown. The fox could not eat. Teachers can get back at disrespectful or "cannot stand them" students for various reasons.

We can replace dinner with teaching and learning. Teachers can unknowingly or purposely deliver lessons in ways that some students do not grasp. Structural racism can also intercede to make learning difficult for student based on race. What we describe also applies to gifted B&L children who are kept out of gifted programs. The exclusion prevents the production of students who could be placed on the track to become medical doctors, as the lead author's aforementioned daughter was placed in the Macy's Medical Program in her high school. The information presented in our work is not to point fingers at anyone or to ascribe blame. Hence, it should not hurt any feelings and not be used as a catalyst for generating responses based on bruised sensibilities. It is to inform the quest for the truth Governor Cuomo and the people of the nation seek.

## Conclusion

Currently, experts are warning of the possible recurrence of the Coronavirus, which, at the time of this work, in less than six months, had taken over 74577 (over 165,000 at the time of proof reading) American lives and crippled the world's economies. Medical professionals, scientists, and technicians have been among the casualties. It is clear that these critical workers not only need to be replaced, but their numbers need to be increased significantly. There are also concerns about the emergence of a New Normal (NN) in the United States and worldwide. In at least some respects, a new normal might be an improvement due to lessons learned. The current normal is for Black and Latinx sports figures and rappers (thespians) to be paraded in media as role models for those children. A *New Normal* in which the spokespersons from the B&L community are also physicians, scientists, and technologists would inspire confidence in B&L adults as well as emulation by their children. It is not celebrities that were on the front lines of the battle, saving American lives in hospitals across the United States: This was mostly the realm of medical personnel. This reality should, in any case, form the basis for a new educational and

marketing paradigm, a paradigm that can, in turn, inform the development of curricula and pedagogical approaches. In a post-racial or at least a majority-minority America, the way of life will depend on communicating STEM knowledge to members of the majority population so that they can form the next generation of medical, engineering, teaching, and other professionals. Therefore, it is the duty of all educational personnel involved in the schools to be proactively involved in the production of gainfully employed and good taxpaying citizens. Hence, they should recognize and correct all behaviors and attitudes that could, wittingly or unwittingly, hinder the striving for a genuine post-racial America. Surely, the nation needs its celebrities. However, it also needs hard-working professionals to serve as the groups being always pushed as primary role models for disadvantaged American children. A major concern was doctors having to make choice as to who live or who die.

Hippocratic Oath notwithstanding, the vast majority of doctors were Whites. Therefore, a gifted and talented Black youth in the "hood" could be perceived as a gang banger, with less to offer society than a 90 years blind White person.

As noted in Richardson (2020), Former Fox News host. Bill O'Reilly, offered a decidedly macabre take on the mounting global death toll from coronavirus, telling his former primetime colleague Sean Hannity that many of the fatalities here in the United States and elsewhere were already close to dying. (p. 1)

Though older Americans could be implied, in an earlier time, former U.S. Education Secretary Bill Bennett stated and defended his so-called thesis that "aborting every black baby in the U.S. would reduce the national crime rate" (Hubler, 2005, p. 1). Here is a start in the inquiry as to the inordinate number of dead Blacks and Latinxs.

## Recommendations

It is recommended that the issues illuminated herein inform research to address the

Coronavirus raised issues. Areas to be explored includes those in Gist (2019) who noted,

The small representation of Teachers of Color in comparison with their White counterparts continues to trouble the teaching profession. Teachers of Color often have a vital impact on student engagement and academic outcomes, there is a pressing need to identify policies and practices that increase recruitment and retention. (abstract)

Another issue emerges from lack of preparation of B&L children. A way to address it is to conduct pilot tutoring programs comparing various test preparation methods. Such a program could be implemented rapidly (under current circumstances, of course, subject to social distancing restrictions) and the results then measured over a 1- to 3-year period. B&L students could receive the kind of test preparation that Asian students have been receiving, perhaps through the sponsorship of B&L organizations in after-school programs. The test results of the various groups of students who had received the preparation could then be compared. The data would provide a clear indication of which methods promote, restrict, or have no effect on test scores and, thus which can be of use in enhancing the eligibility of B&L students for admission to the SHS. It might even be useful to enlist B&L sports and music stars to promote and sponsor such test preparation programs.

## References

1. Aldemir, J., & Kermani, H. (2017) Integrated STEM curriculum: Improving educational outcomes for Head Start children. *Early Child Development and Care*, 187:11, 1694-1706, doi: 10.1080/03004430.2016.1185102
2. Alexander, M. (2012). *The new Jim Crow: Mass incarceration in the age of colorblindness*, The New Press. Retrieved from Ebscohost database. (Order No. 829777)
3. Ambrose, D. (2013). Socioeconomic inequality and giftedness: Suppression and distortion of high Ability. *Roeper Review*, 35(2), 81–92. doi:10. 1080/02783193.2013.766960
4. Anderson, M. (2015). Chapter 1: Statistical portrait of the U.S. Black immigrant population. Pew Research Center. Retrieved from <http://www.pew-socialtrends.org/2015/04/09/a-rising-share-of-the-u-s-black-population-is-foreign-born/>
5. Arnesen, I. (2018, Jul 09). A new immigration crisis? This time it could be from Haiti. *The Daily Beast*. Retrieved from Proquest Dissertations and Theses database. (Order No. 139631)
6. Bennett, L. (1985). *Before the Mayflower: A history of America*. New York: Penguin Books.
7. Black Tie Affair. (2017). FN: *Footwear News*, 73(39), 31
8. Blacks' (n.d.). Blacks break with GOP began in 1928, study shows. *Chronicle of Higher Education*, 33(10), 7–10 Black Prodigies. (2014). Black kids with exceptional talents. *BET*. Retrieved from <https://www.bet.com/news/national/photos/2013/09/10-black-child-prodigies-you-should-know.html#!083013-national-child-prodigies-students-class-hand-raised-kids-children-classroom-school>
9. Borowczyk-Martins, D., Bradley, J., & Tarasonis, L. (2017). Racial discrimination in the U.S. labor market: Employment and wage differentials by skill. *Labor Economics*, 49, 106–127. doi:10.1016/j.labeco.2017.09.007
10. Bremner, G. (2008). Blackwell handbook of infant development. John Wiley & Sons, Ltd. Retrieved from ProQuest databases ebook central. Order No 242427.
11. Brenneman, K., Lange, A., & Nayfeld, I. (2019). Integrating STEM into preschool education; designing a professional development model in diverse settings. *Early Childhood Education Journal*, 47(1), 15–28. Doi:10.1007/s10643-018-0912-z
12. Brody, L. (2018, Oct 03). Some parents pay up to \$400 an hour to prep 4-year-olds for NYC's gifted test; use of test scores questioned by critics, but some parents hope children gain an edge. *Wall Street Journal* (Online) Retrieved from Proquest Dissertations and Theses database. (Order No. 2115704775)
13. Brubaker, B. (1991, Mar 17). Athletic shoe industry goes beyond big business. Los Angeles Times. Retrieved from Proquest Dissertations and Theses database. (Order No. 281341999)
14. Bruce, M. A., & Cunnigen, D. (2014). *Race in the Age of Obama: Part 2*. Emerald Group Publishing Limited.
15. Budryk, Z. (2020, April 8). Cuomo vows to investigate racial disparities in COVID-19 deaths: 'Why do the poorest people always pay the highest price?' *The Hill.com*. Retrieved from <https://thehill.com/homenews/state-watch/491797-cuomo-on-disproportionate-minority-covid-deaths-why-do-the-poorest>



16. Butler, J. S. (2005). *Entrepreneurship and self-help among Black Americans: A reconsideration of race and economics*: Vol. Rev. ed. NY: State University of New York Press.
17. Carrillo, J. F. (2013). "I Always Knew I Was Gifted": Latino males and the mestiz@ theory of intelligences (MTI). *Berkeley Review of Education*, 4(1), 69–95. Retrieved from Ebscohost database. (Order No. 169723)
18. Cecilia C. Lo, & Mantak Yuen. (2014). Coping strategies and perceived sources of support among gifted students with specific learning disabilities: Three exploratory case studies in Hong Kong. *Gifted & Talented International*, 29(1/2), 125–136. doi:10.1080/15332276.2014.11678435
19. Chang, C. (2018, Sept 24). Whose side are Asian-Americans on? A proposal to integrate New York City's top public high schools would be a boon to Black and Latinx students—and a disaster for Asians. *The Newrepublic.com*. Retrieved from <https://newrepublic.com/article/151328/whose-side-asian-americans-on>
20. Chen, J. M., Kteily, N. S., & Ho, A. K. (2019). Whose side are you on? Asian Americans' mistrust of Asian-White biracials predicts more exclusion from the ingroup. *Personality and Social Psychology Bulletin*, 45(6), 827–841. doi: 10.1177/0146167218798032
21. Chu, M. (2016). What's missing in most of our early childhood degrees? Focusing more deeply on relationships and learning with infants, toddlers, and their families. *Journal of Early Childhood Teacher Education*, 37(4), 264–281. doi: 10.1080/10901027.2016.1241966
22. Coates, R. D. (2011). *Covert Racism: Theories, Institutions, and Experiences*. Leiden, Boston: Brill
23. Colby, S. L., & Ortman, J. M. (2015). *Projections of the size and composition of the U.S. population: 2014 to 2060, Current Population Reports*, P25-1143, U.S. Census Bureau, Washington, DC.
24. Cole, D. (2010). New York City rivals share a drive to be tops. *U.S. News & World Report*, 147(1), 66. Retrieved from Ebscohost databases. (Order No. AN=47092858)
25. Creswell, J. (2012). *Educational research: planning, conducting, and evaluating quantitative and qualitative research*. Boston, MA: Pearson Learning Solutions.
26. Deiisle, J. R. (1999). Neither freak nor geek: The gifted among us. *Education Week*, 19(9), 36.
27. DuCloux, K. (2009). *The at-risk student perspective of education in an alternative education program* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (Order No. 3355330)
28. Duxbury, S. W. (2019). Fear or loathing in the US? Public opinion and the rise of racial disparity in mass incarceration, 1978 - 2015. Conference papers--*American Sociological Association*, 1–52.
29. Edward, Z., & Sally, J. (2010). *The hidden history of head start*. In *Does head start work? does it work enough?* Oxford University Press. doi: 10.1093/acprof:oso/9780195393767.003.0013
30. Elderman, S. (2019, Feb 2). Black, Hispanic students still struggling despite rising graduation rates. *The New York Post*. Retrieved from <https://nypost.com/2019/02/02/black-hispanic-students-still-struggling-despite-rising-graduation-rates/>
31. Evans, W. N., Garthwaite, C., & Moore, T. J. (2016). The White/Black educational gap, stalled progress, and the long-term consequences of the emergence of crack cocaine markets. *Review of Economics & Statistics*, 98(5), 832–847. doi: 10.1162/REST\_a\_00635
32. Ford, D. Y. (2014). Segregation and the underrepresentation of Blacks and Hispanics in gifted education: Social inequality and deficit paradigms. *Roeper Review*, 36(3), 143–154. doi:10.1080/02783193.2014.919563
33. Foster, J. (2013). White race discourse: Preserving racial privilege in a post-racial society. Retrieved from <http://ebookcentral.proquest.com>
34. Garcia, M. (2012). The Central Park five. *Cineaste*, 38(1), 53–55.
35. Gist, C. D. (2018). Human resource development for racial/ethnic diversity: Do school systems value teachers of color? *Advances in Developing Human Resources*, 20(3), 345–358. <https://doi.org/10.1177/1523422318778014>
36. Graff, G. (2011). Everything has changed, but nothin' has changed: Shame, racism, and a dream deferred. *The Journal of Psychohistory*, 38(4), 346–358.
37. Gray, R., & Francis, E. (2007). The implications of US experiences with early childhood interventions for the UK Sure Start Programme. *Child: Care, Health & Development*, 33(6), 655–663. <https://doi.org/10.1111/j.1365-2214.2006.00682.x>
38. Green, R. (2002). *Advocating for and getting the best education for your children*. New York: Seaburn Press.
39. Green, R. (2012). *Attitudes and perceptions of vocational education in New York City: Implications for the mayor's school reform initiative* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (Order No. 3504865)
40. Green, R. (2018). New York States brightest third grade readers. *International Journal of*

- Humanities and Applied Social Science*, (3), 3. Retrieved from <http://ijhassnet.com/file/Dr.Rupert%20Green.pdf>
41. Hanscombe, K. B. (2012). Socioeconomic status (SES) and children's intelligence (IQ): In a UK-representative sample SES moderates the environmental, not genetic, effect on IQ. *PLoS ONE*, 7(2). doi:10.1371/journal.pone.0030320
42. Hargrave, C. P. (2015). Counter space: Analysis of educational structures of an after-school program that fosters black academic success narratives. *The Journal of Negro Education*, 84(3), 348-361. Retrieved from <http://search.proquest.com/docview/1770939750?accountid=139631>
43. Harper, S. R., & Wood, J. L. (2015). *Advancing Black male student success from preschool through Ph.D.* Sterling, Virginia: Stylus Publishing.
44. Harris, A. L. (2005). Do African Americans really resist school: An in-depth examination of the oppositional culture theory. *Humanities and social sciences* (66), 2, 547.
45. Harris, E.A. (2019, March 15). The astrophysicist Neil deGrasse Tyson will return to television after the broadcasters of his shows announced Friday that they had completed their investigation into sexual misconduct allegations against him. *New York Times*. Retrieved from <https://www.nytimes.com/2019/03/15/arts/neil-degrasse-tyson-sexual-misconduct.html>
46. Hartman, H. (1997b). *Human learning and instruction*. New York: City College of the City University of New York.
47. Ho, J. A. (2015). *Racial ambiguity in Asian American culture*. New Brunswick, NJ: Rutgers University Press.
48. Howard, S. (2019). Exonerates in black and white: The influence of race on perceptions of those who falsely confessed to a crime. *Psychology, Crime & Law*, 25:9, 911-924. doi: 10.1080/1068316X.2019.1597091
49. Ifatunji, M. A. (2016). A test of the Afro Caribbean model minority hypothesis. *Du Bois Review*, 13(1), 109-138. doi:10.1017/S1742058X16000035
50. Imoagene, O. (2013). A success story: Educational and occupational attainment and mobility of the African second generation in the U.S. and U.K. Conference papers -- *American Sociological Association*, 1-31. Retrieved from Ebscohost database. (Order No. 111792254)
51. Itzigsohn, J., Giorguli, S., & Vazquez, O. (2005). Immigrant incorporation and racial identity: Racial self-identification among Dominican immigrants. *Ethnic & Racial Studies*, 28(1), 50-78. doi:10.1080/0141984042000280012
52. Jiannbin, L. S. (2017). The meaning of honorary whiteness for Asian Americans: Boundary expansion or something else? *Comparative Sociology*, 16(6), 788-813. doi-10.1163 /15691330-12341445
53. Jolly, J. L., & Kettler, T. (2008). Gifted education research 1994-2003: A disconnect between priorities and practice. *Journal for the Education of the Gifted*, 31(4), 427-446. Retrieved from Ebscohost databases. (Order No. 508080383)
54. Kang, C. (2018). Stylistics and the teaching of advanced English for senior English majors. *Theory and Practice in Language Studies*, 8(10), 1346-1350. doi:10.17507/tpls.0810.13
55. Kobayashi, K. (2019). Learning by preparing-to-teach and teaching: A meta-analysis. *Japanese Psychological Research*, 61(3), 192-203. doi: 10.1111/jpr.12221
56. Kohler, M., Aldridge, J., Christensen, L. M., & Kilgo, J. (2012). Tiger moms: Five questions that need to be answered. *Childhood Education*, 88(1), 52-53. Retrieved from ProQuest Dissertations and Theses database. (Order No. 1468447973)
57. Krapohl, E., & Plomin, R. (2016). Genetic link between family socioeconomic status and children's educational achievement estimated from genome-wide SNPs. *Molecular Psychiatry*, 21(3), 437-443. doi:10.1038/mp.2015.2
58. Krogstad, J. M., & Fry, R. (2014). Dept. of Ed. projects public schools will be 'majority-minority' this fall. *Pew Research Center*. Retrieved from <http://www.pewresearch.org/fact-tank/2014/08/18/u-s-public-schools-expected-to-be-majority-minority-starting-this-fall/>
59. Krupnick, M. (2015, May 21). These groups of Asian-Americans rarely attend college, but California is trying to change that. *PBS News Hour*. Retrieved from <https://www.pbs.org/newshour/education/these-groups-of-asian-americans-rarely-attend-college-but-california-is-trying-to-change-that>
60. Kuryla, P. (2011). Barack Obama and the American island of the colour blind. *Patterns of Prejudice*, 45(1/2), 119-132. Doi: 10.1080/0031322X.2011.563150
61. Lamb, R., Akmal, T., & Petrie, K. (2015). Development of a cognition-priming model describing learning in a STEM classroom. *Journal of Research in Science Teaching*, 52(3), 410-437. doi:/10.1002/tea.21200
62. Langenkamp, A.G. (2019). Latino/a immigrant parents' educational aspirations for their children, *Race Ethnicity and Education*, 22:2, 231-249, doi: 10.1080/13613324.2017.1365054

63. MacDonald, A., Huser, C., Sikder, L. D. (2019). Effective early childhood stem education: Findings from the little scientists evaluation. *Early Childhood Education Journal*. doi:10.1007/s10643-019-01004-9
64. Marsh, J., Hogan, B, Musumeci, N, & Golding, B. (2020, April 8). Racial breakdown of NYC coronavirus deaths reveals 'disparities,' de Blasio says. *The NY Post*. Retrieved from <https://nypost.com/2020/04/08/de-blasio-releases-racial-breakdown-data-of-coronavirus-deaths/>
65. Mast, B. (2018). School performance of schools assigned to HUD-assisted households. *Cityscape*, 20(3), 189-221. Retrieved from Dissertations and Theses database. (Order No. 2174189255)
66. Mayo, A., & Siraj, I. (2015). Parenting practices and children's academic success in low-ses families. *Oxford Review of Education*, 41(1), 47–63.
67. McCleary-Gaddy, A. T., & Miller, C. T. (2017). Preference for second-generation African immigrants over native-born Black Americans: A college admission simulation. *Basic and Applied Social Psychology*, 40(1), 6-17. doi: 10.1080/01973533.2017.1390751
68. McCleary-Gaddy, A. T., & Miller, C. T. (2018). Preference for second-generation African immigrants over native-born Black Americans: A college admission simulation. *Basic & Applied Social Psychology*, 40(1), 6–17. doi:10.1080/01973533.2017.1390751
69. Meg, M. B. (2004, Jun 27). Boy, interrupted; there's no such thing as a normal adolescence when you're a child prodigy, but 13-year-old Sho Yano is proving he can make it in academia's big leagues. *Chicago Tribune*. Retrieved from ProQuest Dissertations and Theses database. (Order No. 42020964)
70. Merelman, R. M. (2002). American politics-bitter fruit: The politics of black-Korean conflict in New York City. *The American Political Science Review*, 96(2), 424-425. Retrieved from Ebscohost database. (Order No. 214417798)
71. Mexican. (2011, Aug 06). Mexican child prodigy graduates as psychologist, soon to be physician. *EFE News Service*. Retrieved from ProQuest Dissertations and Theses database. (Order No. 881377231)
72. Model, S. (2008). *West Indian immigrants: A Black success story?* New York: Russell Sage Foundation. Retrieved from Ebscohost database. (Order No. 1069806)
73. Monahan, R. (2010, July 6). Schoolkids' suspensions thru the roof. *The New York Daily News*, p. 2. Retrieved from <http://www.nydailynews.com/new-york/education/schoolkids-suspensions-roof-expert-40-rise-major-crisis-discipline-article-1.464043>
74. Monk, C., Georgieff, M. K., & Osterholm, E. A. (2013). Research review: Maternal prenatal distress and poor nutrition—mutually influencing risk factors affecting infant neurocognitive development. *Journal of Child Psychology and Psychiatry*, 54(2), 115–130.
75. Mood, A. (1969). Macro-analysis of the American educational system. *Operations Research*, 17(5), 770-784.
76. Moskowitz, M. (2010). The new Jim Crow: Mass incarceration in the age of colorblindness. *The Journal of Blacks in Higher Education*, (67), 86-87. Retrieved from <http://library.capella.edu/login?qurl=https%3A%2F%2Fsearch.proquest.com%2Fdocview%2F312270740%3Facc>
77. Myer, T. S. (2016, Mar 31). 'Babies aren't born smart'. *Pensacola News Journal*. Retrieved from ProQuest Dissertations and Theses database. (Order No. 1777451252)
78. National Science Board & National Science Foundation. (2019). *Higher education in science and engineering. science and engineering indicators 2020*. Alexandria, VA. Retrieved from <https://nces.nsf.gov/pubs/nsb20197/>.
79. NCES (2020). *Characteristics of public and private elementary and secondary school teachers in the United States: Results from the 2017–18 national teacher and principal survey first look*. U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved from <https://nces.ed.gov/pubsearch/pubinfo.asp?pubid=2020142>
80. NCES. (2018). Percentage of public-school students enrolled in gifted and talented programs, by sex, race/ethnicity, and state: Selected years, 2004 through 2013-14. Retrieved from [https://nces.ed.gov/programs/digest/d17/tables/dt17\\_204.90.aspx](https://nces.ed.gov/programs/digest/d17/tables/dt17_204.90.aspx)
81. Ng, J. C., Lee, S. S., & Pak, Y. K. (2007). Chapter 4: Contesting the model minority and perpetual foreigner stereotypes--A critical review of literature on Asian Americans in education. *Review of Research in Education*, 31(1), 95–130.
82. Norris, D. (2010). Raising the educational requirements for teachers in infant toddler classrooms: Implications for institutions of higher education. *Journal of Early Childhood Teacher Education*, 31(2), 146–158. doi:10.1080/109010210.03781221
83. NYCDOE. (2016). Office of English language learners: Demographic report. Retrieved from [http://schools.nyc.gov/NR/rdonlyres/FD5EB945-5C27-44F8-BE4B-E4C65D7176F8/0/2013DemographicReport\\_june2013\\_revised.pdf](http://schools.nyc.gov/NR/rdonlyres/FD5EB945-5C27-44F8-BE4B-E4C65D7176F8/0/2013DemographicReport_june2013_revised.pdf)



84. NYS. (2019, Feb 15). Governor Cuomo announces closure of additional prisons following record declines in incarceration and crime rates. Retrieved from <https://www.governor.ny.gov/news/governor-cuomo-announces-closure-additional-prisons-following-record-declines-incarceration-and>
85. NYS. (2020). Criminal justice reform: Creating a fairer, safer, and more just system for all New Yorkers. Retrieved from <https://www.governor.ny.gov/programs/criminal-justice-reform>
86. Odom, L. L., & McNeese, R. M. (2014). "Having Our Say": High achieving African American male college graduates speak about parental involvement and parenting style. *Education Leadership Review of Doctoral Research*, 1(1), 91–105.
87. Ogbu, J. U. (2004). Collective identity and the burden of "Acting White" in Black history, community, and education. *The Urban Review*, 36(1), 1
88. O'hara, A. (2018, June 6). Battle rages over plan intended to diversify NYC specialized high schools. *Gothamist.com*. Retrieved from <https://gothamist.com/news/battle-rages-over-plan-intended-to-diversify-nyc-specialized-high-schools>
89. Okamura, J. (2011). Barack Obama as the post-racial candidate for a post-racial America: Perspectives from Asian America and Hawaii. *Patterns of Prejudice*, 45(1/2), 133–153. doi:10.1080/0031322X.2011.563159
90. Otto, W. J. (2016). What teachers should know about why these students perform so well: An examination of Korean-American achievement through student perspectives of East Asian parenting beliefs, styles and practices. *International Electronic Journal of Elementary Education*, 9(1), 167–181.
91. Pagonos, S. (2018, March). Brutal video shows thugs jump teen for \$2K Air Jordans. *The New York Post*. Retrieved from <https://nypost.com/2018/05/02/brutal-video-shows-thugs-jump-teen-for-2k-air-jordans/>
92. Peréa, F. C. (2011). *Language, gender, and academic performance: A study of the children of Dominican immigrants*. El Paso, Texas: LFB Scholarly Publishing. Retrieved from Ebscohost database. (Order No. 520559)
93. Pershing, J. A. (2015). White paper. *Performance Improvement*, 54(8):2–3. doi:10.1002/pfi.21505
94. Phelan, C. (2004). Baby brains: The smartest baby in the whole world. *The Booklist*, 101(6), 584. Retrieved from ProQuest Dissertations and Theses database. (Order No. 235580429)
95. Pong, S-L., Johnston, J., & Chen, V. (2010). Authoritarian parenting and Asian adolescent school performance: Insights from the US and Taiwan. *International Journal of Behavioral Development*, 34(1), 62–72. doi:10.1177/0165025409345073
96. Portes, A., & MacLeod, D. (1996). Educational progress of children of immigrants: The roles of class, ethnicity, and school context. *Sociology of Education*, 69(4), 255–275. Retrieved from ProQuest Dissertations and Theses database. (Order No. 216366075)
97. Poza, L., Brooks, M. D., & Valdés, G. (2014). Entre familia: Immigrant parents' strategies for involvement in children's schooling. *School Community Journal*, 24(1), 119–148. Retrieved from Ebscohost. (Order No. EJ1032245)
98. Quintana, F. (1974). The brown paper: Education and Chicanos in New Mexico, 1973–74. Retrieved from Ebscohost database. (Order No. ED113120)
99. Richardson, R. (2020, April 8th). Bill O'Reilly's macabre take: Many who died from Coronavirus 'were on their last legs anyway'. *Mediaite*. Retrieved from <https://www.mediaite.com/news/bill-oreillys-macabre-take-many-who-died-from-coronavirus-were-on-their-last-legs-anyway/>
100. Rogers, V. (2013). The specter of slavery: The misallocation of education to black Americans and its contribution to declining American economic viability. *Harvard Journal of African American Public Policy*, 53–61. Retrieved from ProQuest Dissertations and Theses database. (Order No. 1691279013)
101. Romano, S. (2014). *The political and social construction of poverty: Central and Eastern European Countries in Transition*. Bristol, UK: Policy Press.
102. Ruffins, P. (2011). Justice for all, diverse. *Issues in Higher Education*, 28(10), 16–17.
103. Rzaskowski, M., Harlaar, N., Arden, R., Krapohl, E., Rimfeld, K., McMillan, A., ... Plomin, R. (2014). Genetic influence on family socioeconomic status and children's intelligence. *Intelligence*, 42, 83–88. doi: 10.1016/j.intell.2013.11.002
104. Shapiro, E., & Mays, J. C. (2019, Aug 27). De Blasio weighs eliminating gifted programs in New York. *New York Times.com*. Retrieved from <https://www.nytimes.com/2019/08/27/nyregion/de-blasio-gifted-talented-nyc.html>
105. Shih, K. Y., Chang, T.-F., & Chen, S.-Y. (2019). Impacts of the model minority myth on Asian American individuals and families: Social justice and critical race feminist perspectives. *Journal of Family Theory & Review*, 11(3), 412–428. doi:10.1111/jftr.12342
106. Smyth, J., & McInerney, P. (2013). Mak-ing 'space': Young people put at a disadvantage re-engaging with learning. *British Journal of*

- Sociology of Education*, 34(1), 39–55. doi: 10.1080/01425692.2012.744735
107. Stambaugh, T., & Ford, D. Y. (2015). Microaggressions, multiculturalism, and gifted individuals who are Black, Hispanic, or low income. *Journal of Counseling & Development*, 93(2), 192–201. doi: 10.1002/j.1556-6676.2015.00195.x
108. Stein, H. F., & Allcorn, S. (2018). A Fateful convergence: Animosity toward Obamacare, hatred of Obama, the rise of Donald Trump, and overt racism in America. *Journal of Psychohistory*, 45(4), 234–243.
109. Stephens, D. L. (2017). Post-racial or most-racial? Race and politics in the Obama era. *Political Science Quarterly*, 132(2), 351–353. doi: 10.1002/polq.12635
110. Sternberg, R. (1996). Neither elitism nor egalitarianism: Gifted education as a third force in American education, *Roeper Review*, 18:4, 261–263, doi: 10.1080/0278319960955375
111. Sullivan, S. (2006). *Revealing whiteness: The unconscious habits of racial privilege* (Ser. American philosophy). Bloomington Indiana: Indiana University Press.
112. Superior Children. (1935, Oct. 21). Medicine: Superior children. *New York Times*. Retrieved from <http://content.time.com/time/magazine/article/0,9171,755224,00.html>
113. Texley, J., & Ruud, R. M. (2018). *Teaching STEM literacy: A constructivist approach for ages 3 to 8*. Minnesota: Redleaf Press.
114. Trytten, D. A., Lowe, A. W., & Walden, S. E. (2012). “Asians are Good at Math. What an Awful Stereotype”: The model minority stereotype’s impact on Asian American engineering students. *Journal of Engineering Education*, 101(3), 439–468. doi:10.1002/j.2168-9830.2012tb00057.x
115. U.S. Census Bureau. (2018). About Hispanic origin. Retrieved from <https://www.census.gov/topics/population/hispanic-origin/about.html>
116. Valdez, C. R., Padilla, B., & Valentine, J. L. (2013). Consequences of Arizona’s immigration policy on social capital among Mexican mothers with unauthorized immigration status. *Hispanic Journal of Behavioral Sciences*, 35(3), 303–322. Retrieved from Ebscohost databases. (Order No. EJ1027402)
117. Wassink, J., Perreira, K. M., & Harris, K. M. (2017). Beyond race/ethnicity: Skin color and cardiometabolic health among Blacks and Hispanics in the United States. *Journal of Immigrant and Minority Health*, 19(5), 1018–1026. Doi:10.1007/s10903-016-0495-y
118. What Is. (n.d.). What is the difference between a research paper and a review paper? Retrieved from <https://www.editage.com/insights/what-is-the-difference-between-a-research-paper-and-a-review-paper>
119. Williams, J. P. (2018, Aug 31). Why America needs more black doctors racial disparities in health and health care providers persist in the U.S., and may go hand in hand. Retrieved from. <https://www.usnews.com/news/healthiest-communities/articles/2018-08-31/why-america-needs-more-black-doctors>
120. Wu, E. D. (2013). *The color of success: Asian Americans and the origins of the model minority*. Princeton University Press, 2013. Retrieved from ProQuest Dissertations and Theses database. (Order No. 1458381)
121. Yakin, H. (2019, March 2). Cuomo’s threat to close three prisons has many up in arms. Retrieved from. Record online.com. Retrieved from <https://www.recordonline.com/news/20190302/cuomos-threat-to-close-three-prisons-has-many-up-in-arms>
122. Yook, E. L. (2013). *Culture shock for Asians in U.S. academia: Breaking the model minority myth*. Lanham: Lexington Books. Retrieved from Ebscohost database. (Order No. 670084)
123. Young, A. (2009). Honorary whiteness. *Asian Ethnicity*, 10(2), 177–185. doi:10.1080/14631360902906862
124. Zhao, Y., & Qui, W. (2009, Jan). How good are the Asians? Refuting four myths about Asian American academic achievement. *Phi Delta Kappan*, 90(5), 338–334. Retrieved from ProQuest Dissertations and Theses database. (Order No. 218516673)
125. Zhou, M. (1999). Forever foreigners or honorary Whites? The Asian ethnic experience today. *Social Forces*, 78(2), 816–818. doi:org.kean.idm.oclc.org/10.2307/3005585
126. Zigler, E., C. Taussig, & K. Black (1992). Early childhood intervention: A promising preventative for juvenile delinquency. *American Psychologist* 47: 997 – 1006. Wiley & Sons, Ltd.
127. Zigler, E., Marsland, K. W., & Lord, H. (2009). *The tragedy of child care in America*. New Haven: Yale University Press.
128. Zigler, E., Finn-Stevenson, M., Hall, N. W. (2002). The first three years and beyond: *Brain Development and Social Policy*, Yale University Press. (Order No. 3420055)

